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Welcome!

to the web-based tutorial for the DoD Civilian Acquisition Workforce Personnel Demonstration Project (AcqDemo).

You may be one of those who hates to read directions and prefers to plow on ahead. In this case, however, reading the directions for the tutorial will save you both time and effort. In fact, if this is your first time through, we suggest you use the "next" button at the end of each page. By using the "next" button, you'll advance through the tutorial in sequence. (Hint: the "next" button at the bottom of this page will take you to the directions page.)

As we've mentioned above, at the end of each page are the small "navigational" buttons-



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—to allow you to move back and forth through the tutorial. We recommend you use these buttons the first time through the course. Once you've completed the tutorial, you may use the buttons on the left to move directly to a particular section.

At the bottom of the screen is a set of buttons for "utilities"—in other words, web pages to facilitate your working with the tutorial. The tutorial is designed to take you through a few of the utility screens so that you're aware of them and how they can help you with the rest of the course. After the "Site Map" page, pressing the "next" button will begin the course itself.

The "section" buttons on the left and the "utility" buttons at the bottom are briefly explained below.

CAUTION: This tutorial has been designed for a screen resolution of 800 x 600 pixels or higher. If you have to scroll left and right to see all the information on the screen, your monitor is probably set to 640 X 480 pixels. In this case, you have several options. First, you may contact your system administrator for help. Second, you may click here for instructions on changing your monitor's settings. Third, you can move to another computer that has its monitor set at 800 x 600 pixels.

The Utility Pages

Home This is the page you are on. You can come back to this page for each

major tutorial section. (Or you can just follow the "next" links at the bottom

of the page.)

Directions This section explains how to use this tutorial for best results and common

conventions used throughout. You should definitely read this section

first!

Search This section enables you to search for specific information contained within

this web site.

Site Map You can see how the tutorial is organized by selecting this page. You can

also see on the Site Map which pages you have visited and which you

haven't.

Glossary If a word or phrase you're not familiar with is underlined, you can look its

definition up in the Glossary.

This Frequently Asked Questions (FAQ) page contains general questions **FAQ**

and answers about the Demonstration Project that aren't addressed in the

FAQs for each major tutorial section.

Feedback This page contains forms for you to let us know how you did in the tutorial

and what you think might be improved. You can also report any errors you

Links On this page you'll find both links to relevant web sites as well as a listing

of useful "off-line" resources.

The Tutorial Sections

Introduction This section presents general background information about the

Demonstration Project, including its history. After perusing the utility

pages, you should begin the tutorial here.

Broadbanding This section explains the broadbanding of career paths within the new

system, a major feature of the Demonstration Project.

The Simplified Classification System is discussed in this section. Classification

CCAS The Contribution-based Compensation and Appraisal System (CCAS) is a

complex component, but one at the heart of the Demonstration Project.

Workforce In this section you'll learn about the impact the Demonstration Project will

have upon hiring, the Priority Placement Program, and Realignment

Initiative.

Other This section is called "Other" because it contains a number of areas that

> will be affected by the Demonstration Project, namely academic degree and certificate training, sabbaticals, and the voluntary emeritus program.

Conclusions This section summarizes the major points of the Demonstration Project,

discusses the impact upon you, as well as features to which you should

pay particular attention as you learn more about the Project.

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Demonstration Project Tutorial

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Welcome to this tutorial on the Department of Defense Acquisition Personnel Demonstration Project. Since the Project will be in place for at least the next five years and will affect your career, compensation, and professional growth, you should thoroughly understand it. We recommend that you take the tutorial from start to finish, so let's get going!

Goals

The purpose of the Demonstration Project is to establish a flexible and responsive personnel system—one that improves the Department's ability to attract, develop, motivate, and retain a high quality workforce. The project is intended to enhance the effectiveness of the DoD acquisition community and to expand the opportunities available to employees. The demonstration system recognizes and rewards employees for their contributions and supports their professional growth.

Purpose of Instruction

The tutorial is designed to provide all participating employees with the basic information needed to participate effectively in the demonstration project. You'll also learn how and where to get more information on any aspect of the project.

Types of Instruction

This is not the only instruction you will receive on the Demonstration. You will also meet individually with your supervisor to discuss your part in it.

If you are a participating supervisor or human resources (HR) specialist, you will attend a special workshop to learn more about your role in implementing the project.

Advantages to You

As you will discover, it's not just your Service or agency that benefits from this demonstration project. There are many advantages for you as well. The project was designed with ideas and suggestions from members of the acquisition workforce like yourself, and its provisions will help strengthen the links between your contributions to the mission and your pay and growth opportunities.

Under the demonstration project, your contribution will be recognized. This has always been the ideal, but now there will be a system that rewards your contribution to the mission.

The Project benefits employees by:

- Providing a common set of contribution measures
- Enhancing fairness of evaluations by group assessment
- Providing an understandable basis for salary changes
- Facilitating natural employee progression
- Giving better focus to developmental activities
- Increasing communication with supervisor

The Project benefits supervisors by providing better tools for:

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Background

The basic federal government system under title 5, used to classify, compensate, and promote employees, has been in place formally for almost 50 years, but has changed little since the 1920s. The Schedule has survived despite frequent recommendations for major change or complete overhaul.

Reinventing Government

In 1993, Vice President Gore initiated the National Performance Review as a means of reinventing government. In Vice President Gore's words, the goal of the National Performance Review (now the National Partnership for Reinventing Government) is to create a government that "works better and costs less."



(visit the Reinventing Government web site)

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Early Demonstrations

One of the major early initiatives began in 1994 when the DoD laboratories were designated "reinvention laboratories." As part of that initiative, Air Force laboratories established a personnel demonstration project in 1997. It was designed to "improve quality as well as to better compensate and recognize the individual members of the workforce for their roles in achieving these improvements." However, well before the Air Force demonstration, the US Navy was using some of these concepts in its China Lake demonstration project, starting in 1978. Additionally, Army and Navy laboratory demonstration projects have also been approved by OSD and OPM and are ongoing.

The DoD Demonstration

The National Defense Authorization Act of 1996 encouraged the Department of Defense to conduct a personnel demonstration project within the civilian acquisition workforce. A Process Action Team (PAT) was chartered by the Secretary of Defense under the sponsorship of the Under Secretary of Defense for Acquisition and Technology, with representatives from each of the Services and DoD agencies along with civilian personnel experts. The Army was designated the Executive Agent for this undertaking.

The PAT developed a number of initiatives. These initiatives focused on hiring and placing the best people to fulfill acquisition mission requirements, and on developing, motivating, and compensating employees based on their contribution to the mission.

This demonstration project has many of the same provisions as the Air Force and Army laboratories

demonstrations but includes additional features as well. This will be the largest demonstration project ever conducted by the federal government and the first to encompass all Services and agencies in one demonstration. Comparison of Traditional and New Legend Compensation Plan Linked to Contribution Traditional Pay Ladder Conclusion Research has confirmed that companies with compensation plans linked closely to contribution outperform those with traditional pay ladders. Now, the acquisition workforce has transitioned to the 21st century with the best features of personnel systems which have been successful in both government and the private sector.

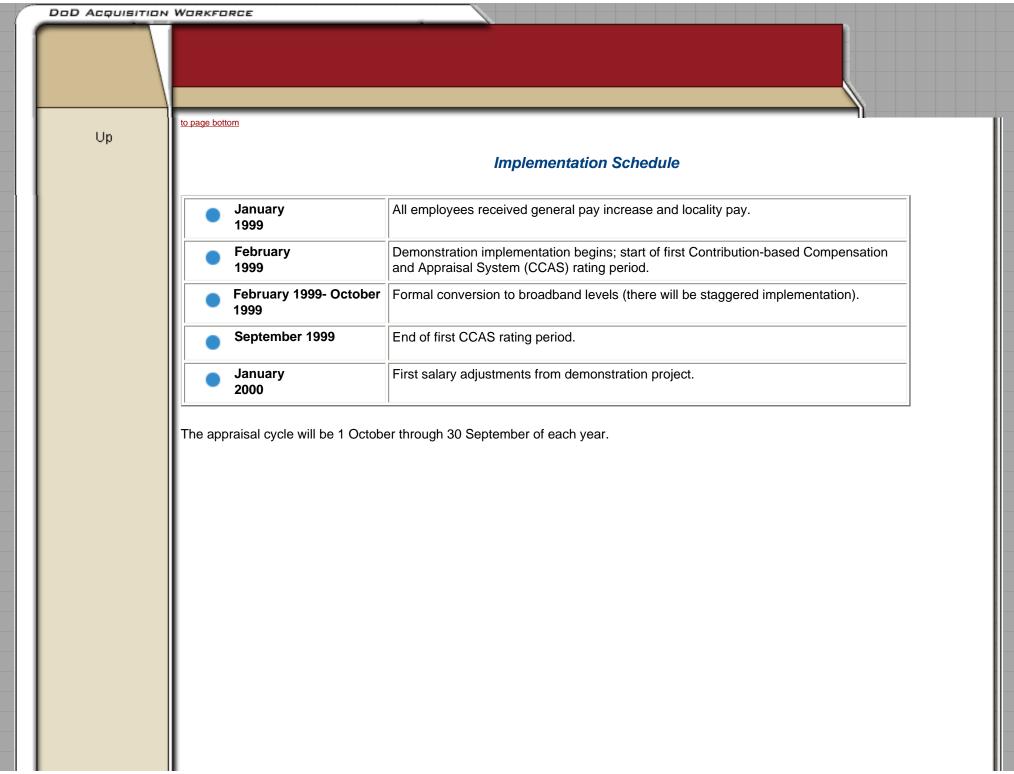
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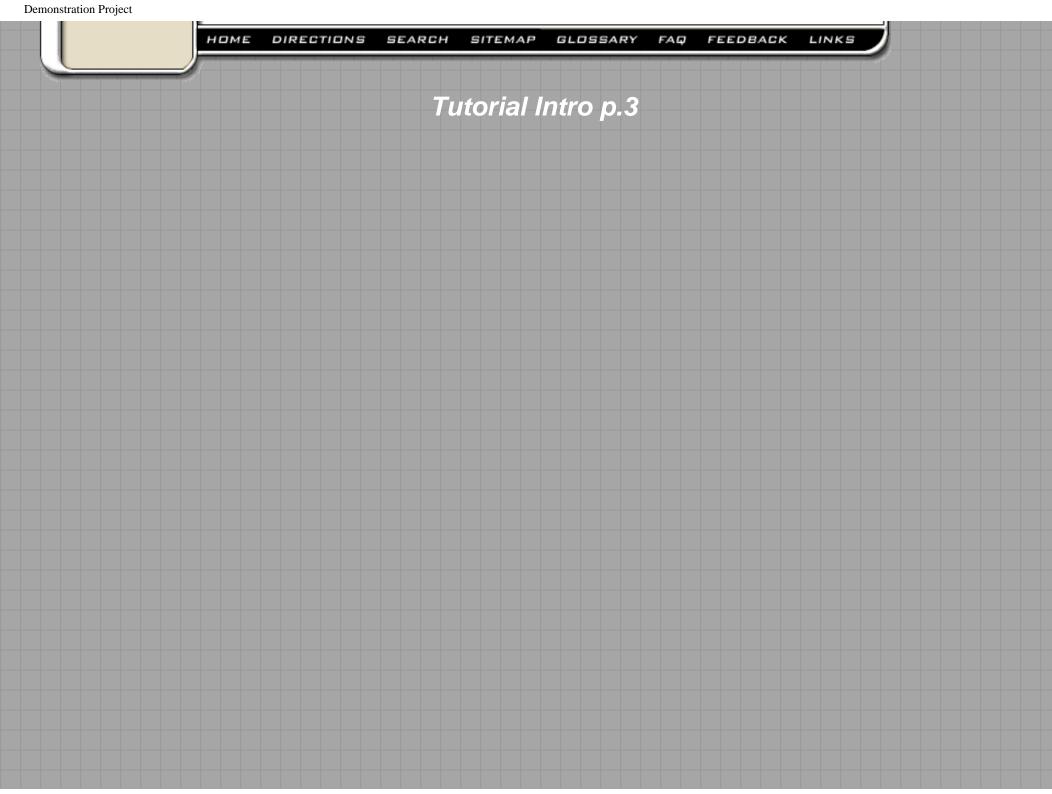
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Demonstration Project DoD Acquisition Workforce to page bottom Up In this topic, we'll be covering the "broadbanding" feature of the DoD Acquisition Workforce Personnel Broadbanding Overview Demonstration Project. New Hires The topics covered under broadbanding are represented by the buttons on the left (except for "Up"). We recommend that you begin with the first topic, "Broadbanding Overview," and complete each succeeding one Moving Between Levels in the order in which it is listed, top to bottom. Broadbanding The best way to proceed in order is simply to use the round "next" page button near the bottom of your Benefits screen. To last page in previous topic To next page in this topic back to top SEARCH SITEMAP GLOSSARY FA₽ FEEDBACK LINKS HOME DIRECTIONS

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Broadbanding Defined

Just what is broadbanding? Simply stated, this key feature of the demonstration project is a much simplified replacement for the current General Schedule or "GS" system and General Manager or "GM" system, consisting of broad "bands" of career paths.

It is important to understand how broadbanding works, because, among other things, your professional growth and compensation relate directly to broadbanding. Advancement within broadband levels is contingent on contribution to the mission; advancement to a higher broadband level requires a promotion.

Broadband levels will replace the familiar GS grades in the demonstration project.

In the demonstration project, all current occupations will be grouped into three (3) career paths:

- Business Management and Technical Management Professional (NH)
- Technical Management Support (NJ)
- Administrative Support (NK)

Three New Career Paths and Broadband Levels

As shown below, there are four (4) broadband levels for the Business Management and Technical Management Professional and the Technical Management Support career paths. There are three for Administrative Support.

Business Management and Technical Management Professional (NH)

Level I	Level II	Level III	Level IV
(GS 1-4)	(GS 5-11)	(GS 12-13)	(GS 14-15)

Technical Management Support (NJ)

Level I	Level II	Level III	Level IV
(GS 1-4)	(GS 5-8)	(GS 9-11)	(GS 12-13)

Administrative Support (NK)

Level I	Level II	Level III
(GS 1-4)	(GS 5-7)	(GS 8-10)

As you can see, each of these levels represents natural breaks in professional growth. In other words, level I represents entry level positions; level II, journeyman level positions; and level III, professional or master level positions. Level IV correlates to senior management or master level positions, as well as experts within their functional specialty. The new broadband levels will replace GS/GM grades.

How then, you may ask, will employees be converted into the appropriate career paths? Well, your career path is determined by your occupational series. For example, if you are currently a series 0322, Clerk Typist, you will fall into the Administrative Support career path.

If you'd like to see the career path that either your series or another falls under, click here.



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The tables below show the job series in each of the three demonstration project career paths.

Business Management & Technical Management Professional (NH)

- 0011 BOND SALES PROMOTION
- 0018 SAFETY AND OCCUPATIONAL HEALTH MANAGEMENT
- 0020 COMMUNITY PLANNING SERIES
- 0023 OUTDOOR RECREATION PLANNING
- 0025 PARK RANGER
- 0028 ENVIRONMENTAL PROTECTION SPECIALIST
- 0030 SPORTS SPECIALIST
- 0050 FUNERAL DIRECTING
- 0062 CLOTHING DESIGN
- 0072 FINGERPRINT IDENTIFICATION
- 0080 SECURITY ADMINISTRATION
- 0095 FOREIGN LAW SPECIALIST
- 0099 GENERAL STUDENT TRAINEE
- 0101 SOCIAL SCIENCE
- 0106 UNEMPLOYMENT INSURANCE
- 0110 ECONOMIST
- 0130 FOREIGN AFFAIRS
- 0131 INTERNATIONAL RELATIONS SERIES
- 0135 FOREIGN AGRICULTURAL AFFAIRS
- 0136 INTERNATIONAL COOPERATION
- 0140 MANPOWER RESEARCH AND ANALYSIS
- 0142 MANPOWER DEVELOPMENT
- 0150 GEOGRAPHY
- 0156 ART SPECIALIST
- 0160 CIVIL RIGHTS ANALYSIS
- 0170 HISTORY
- 0180 PSYCHOLOGY

ſ	0184	SOCIOLOGY
l	0185	SOCIAL WORK
l	0188	RECREATION SPECIALIST
l	0190	GENERAL ANTHROPOLOGY
l	0193	ARCHEOLOGY
l	0199	SOCIAL SCIENCE STUDENT
l	0201	PERSONNEL MANAGEMENT
l	0205	MILITARY PERSONNEL MANAGEMENT SERIES
l	0212	PERSONNEL STAFFING SPECIALIST
l	0221	POSITION CLASSIFICATION
l	0230	EMPLOYEE RELATIONS
l	0233	LABOR RELATIONS
l	0235	EMPLOYEE DEVELOPMENT
l	0241	MEDIATION
l	0243	APPRENTICESHIP AND TRAINING
l	0244	LABOR MANAGEMENT RELATIONS EXAMINING SERIES
l	0246	CONTRACTOR INDUSTRIAL RELATIONS
l	0249	WAGE AND HOUR COMPLIANCE
l	0260	EQUAL EMPLOYMENT OPPORTUNITY
l	0270	FEDERAL RETIREMENT BENEFITS
l	0299	PERSONNEL MANAGEMENT STUDENT TRAINEE SERIES
l	0301	MISCELLANEOUS ADMINISTRATION AND PROGRAM
l	0334	COMPUTER SPECIALIST
l	0340	PROGRAM MANAGEMENT
l	0341	ADMINISTRATIVE OFFICER
l	0343	MANAGEMENT AND PROGRAM ANALYSIS
l	0346	LOGISTICS MANAGEMENT
l	0360	EQUAL OPPORTUNITY COMPLIANCE
l	0391	TELECOMMUNICATIONS
l	0399	ADMINISTRATION AND OFFICE SUPPORT STUDENT TRAINEE
l	0401	GENERAL BIOLOGICAL SCIENCE
l	0403	MICROBIOLOGY
	0405	PHARMACOLOGY
	0406	AGRICULTURAL EXTENSION
	0408	ECOLOGY
	0410	ZOOLOGY

0413	PHYSIOLOGY
0414	ENTOMOLOGY
0415	TOXICOLOGY
0430	BOTANY
0434	PLANT PATHOLOGY
0435	PLANT PHYSIOLOGY
0436	PLANT PROTECTION AND QUARANTINE SERIES
0437	HORTICULTURE
0440	GENETICS
0454	RANGE CONSERVATION
0457	SOIL CONSERVATION
0460	FORESTRY
0470	SOIL SCIENCE
0471	AGRONOMY
0475	AGRICULTURAL MANAGEMENT
0480	GENERAL FISH AND WILDLIFE ADMINISTRATION SERIES
0482	FISHERY BIOLOGY
0485	WILDLIFE REFUGE MANAGEMENT
0486	WILDLIFE BIOLOGY
0487	ANIMAL SCIENCE
0493	HOME ECONOMICS
0499	BIOLOGICAL
0501	FINANCIAL ADMINISTRATION AND PROGRAM
0505	FINANCIAL MANAGEMENT
0510	ACCOUNTING
0511	AUDITING
0512	INTERNAL REVENUE AGENT
0560	BUDGET ANALYSIS
0599	FINANCIAL MANAGEMENT STUDENT TRAINEE
0601	GENERAL HEALTH SCIENCE
0602	MEDICAL OFFICER
0610	NURSE
0630	DIETICIAN AND NUTRITIONIST
0631	OCCUPATIONAL THERAPIST
0633	PHYSICAL THERAPIST
0635	CORRECTIVE THERAPIST

0637	MANUAL ARTS THERAPIST
0639	EDUCATIONAL THERAPIST
0660	PHARMACIST
0662	OPTOMETRIST
0665	SPEECH PATHOLOGY AND AUDIOLOGY
0668	PODIATRIST
0671	HEALTH SYSTEMS SPECIALIST
0680	DENTAL OFFICER
0690	INDUSTRIAL HYGIENE
0699	MEDICAL AND HEALTH STUDENT TRAINEE
0701	VETERINARY MEDICAL SCIENCE
0799	VETERINARY STUDENT TRAINEE
0801	GENERAL ENGINEERING
0803	SAFETY ENGINEERING
0804	FIRE PROTECTION ENGINEERING
0806	MATERIALS ENGINEERING
0807	LANDSCAPE ARCHITECTURE
0808	ARCHITECTURE
0810	CIVIL ENGINEERING
0819	ENVIRONMENTAL ENGINEERING
0830	MECHANICAL ENGINEERING
0840	NUCLEAR ENGINEERING
0850	ELECTRICAL ENGINEERING
0854	COMPUTER ENGINEERING
0855	ELECTRONICS ENGINEERING
0858	BIOMEDICAL ENGINEERING
0861	AEROSPACE ENGINEERING
0871	NAVAL ARCHITECTURE
0880	MINING ENGINEERING
0881	PETROLEUM ENGINEERING
0890	AGRICULTURAL ENGINEERING
0892	CERAMIC ENGINEERING
0893	CHEMICAL ENGINEERING
0894	WELDING ENGINEERING
0896	INDUSTRIAL ENGINEER
0899	ENGINEERING AND ARCHITECTURE STUDENT TRAINEE

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1810 GENERAL INVESTIGATING 1816 IMMIGRATION INSPECTION 1822 MINE SAFETY AND HEALTH 1825 AVIATION SAFETY 1831 SECURITIES COMPLIANCE 1854 ALCOHOL, TOBACCO AND FIREARMS INSPECTION 1862 CONSUMER SAFETY INSPECTION 1863 FOOD INSPECTION 1864 PUBLIC HEALTH QUARANTINE INSPECTION 1889 IMPORT SPECIALIST 1890 CUSTOMS INSPECTION 1899 INVESTIGATION STUDENT TRAINEE 1910 QUALITY ASSURANCE 1980 AGRICULTURAL COMMODITY 1999 COMMODITY GRADING QUALITY INSPECTION STUDENT TRAINEE 2001 GENERAL SUPPLY 2003 SUPPLY PROGRAM MANAGEMENT 2010 INVENTORY MANAGEMENT 2030 DISTRIBUTION FACILITIES AND STORAGE MANAGEMENT 2032 PACKAGING 2050 SUPPLY CATALOGING 2099 SUPPLY STUDENT TRAINEE 2101 TRANSPORTATION SPECIALIST 2110 TRANSPORTATION INDUSTRY ANALYSIS 2121 RAILROAD SAFETY 2123 MOTOR CARRIER SAFETY 2125 HIGHWAY SAFETY 2130 TRAFFIC MANAGEMENT 2150 TRANSPORTATION OPERATIONS 2152 AIR TRAFFIC CONTROL 2161 MARINE CARGO 2181 AIR CRAFT OPERATIONS 2183 AIR NAVIGATION 2199 TRANSPORTATION STUDENT TRAINEE

Technical Management Support (NJ)

0019	SAFETY TECHNICIAN
0021	COMMUNITY PLANNING TECHNICIAN
0102	SOCIAL SCIENCE AIDE
0181	PSYCHOLOGY AIDE AND TECHNICIAN
0187	SOCIAL SERVICES
0332	COMPUTER OPERATION
0342	SUPPORT SERVICES ADMINISTRATION
0390	TELECOMMUNICATIONS PROCESSING
0392	GENERAL TELECOMMUNICATIONS
0404	BIOLOGICAL SCIENCE TECHNICIAN
0421	PLANT PROTECTION TECHNICIAN
0455	RANGE TECHNICIAN
0458	SOIL CONSERVATION TECHNICIAN
0459	IRRIGATION SYSTEMS OPERATION
0462	FORESTRY TECHNICIAN
0526	TAX TECHNICIAN
0592	TAX EXAMINING
0620	PRACTICAL NURSE
0621	NURSING ASSISTANT
0622	MEDICAL SUPPLY AIDE AND TECHNICIAN
0640	HEALTH AIDE AND TECHNICIAN
0642	NUCLEAR MEDICINE TECHNICIAN
0644	MEDICAL TECHNOLOGIST
0645	MEDICAL TECHNICIAN
0646	PATHOLOGY TECHNICIAN
0647	DIAGNOSTIC RADIOLOGIC TECHNOLOGIST
0648	THERAPEUTIC RADIOLOGIC TECHNOLOGIST
0649	MEDICAL INSTRUMENT TECHNICIAN
0661	PHARMACY TECHNICIAN
0664	RESTORATION TECHNICIAN
0672	PROSTHETIC REPRESENTATIVE
0675	MEDICAL RECORDS TECHNICIAN
0682	DENTAL HYGIENIST
0683	DENTAL LABORATORY AIDE AND TECHNICIAN
0698	ENVIRONMENTAL HEALTH TECHNICIAN
0802	ENGINEERING TECHNICIAN

0809 CONSTRUCTION CONTROL 0817 SURVEYING TECHNICIAN 0818 ENGINEERING DRAFTING 0856 ELECTRONICS TECHNICIAN 0873 SHIP SURVEYING 0895 INDUSTRIAL ENGINEERING TECHNICIAN 0962 CONTACT REPRESENTATIVE 0963 LEGAL INSTRUMENTS EXAMINING 0990 GENERAL CLAIMS EXAMINING 0992 LOSS AND DAMAGE CLAIMS EXAMINING 0995 DEPENDENT AND ESTATES CLAIMS EXAMINING 1016 MUSEUM SPECIALIST AND TECHNICIAN 1152 PRODUCTION CONTROL 1202 PATENT TECHNICIAN 1211 COPYRIGHT TECHNICIAN 1311 PHYSICAL SCIENCE TECHNICIAN 1316 HYDRAULIC TECHNICIAN 1341 METEOROLOGICAL TECHNICIAN 1371 CARTOGRAPHIC TECHNICIAN 1374 GEODETIC TECHNICIAN 1411 LIBRARY TECHNICIAN 1421 ARCHIVES TECHNICIAN 1521 MATHEMATICS TECHNICIAN 1531 STATISTICAL ASSISTANT 1658 LAUNDRY AND DRY CLEANING PLANT MANAGEMENT 1667 STEWARD 1702 EDUCATION AND TRAINING TECHNICIAN 1895 CUSTOM WAREHOUSE OFFICER 2005 SUPPLY CLERICAL AND TECHNICIAN 2185 AIRCREW TECHNICIAN

Administrative Support (NK)

- 0029 ENVIRONMENTAL PROTECTION ASSISTANT
- 0085 SECURITY GUARD
- 0086 SECURITY CLERICAL AND ASSISTANCE

0105 SOCIAL INSURANCE ADMINISTRATOR 0107 HEALTH INSURANCE ADMINISTRATOR 0119 ECONOMICS ASSISTANT 0186 SOCIAL SERVICES AIDE AND ASSISTANCE 0189 RECREATION AIDE AND ASSISTANCE 0203 PERSONNEL CLEARANCE AND ASSISTANCE 0204 MILITARY PERSONNEL CLERICAL AND TECHNICIAN 0303 MISCELLANEOUS CLERK AND ASSISTANT 0304 INFORMATION RECEPTIONIST 0305 MAIL AND FILE 0309 CORRESPONDENCE CLERK 0312 CLERK-STENOGRAPHER AND REPORTER 0313 WORK UNIT SUPERVISOR 0318 SECRETARY 0319 CLOSED MICROPHONE REPORTER 0322 CLERK TYPIST 0326 OFFICE AUTOMATION CLERICAL AND ASSISTANCE 0335 COMPUTER CLERK AND ASSISTANCE 0344 MANAGEMENT AND PROGRAM CLERICAL AND ASSISTANCE 0350 EQUIPMENT OPERATOR 0351 PRINTING CLERICAL 0356 DATA TRANSCRIBER 0357 CODING 0361 EQUAL OPPORTUNITY ASSISTANCE 0382 TELEPHONE OPERATING 0394 COMMUNICATIONS CLERICAL 0503 FINANICIAL CLERICAL AND ASSISTANCE 0525 ACCOUNTING TECHNICIAN 0530 CASH PROCESSING 0540 VOUCHER EXAMINING 0544 CIVILIAN PAY 0545 MILITARY PAY 0561 BUDGET CLERICAL AND ASSISTANCE 0625 AUTOPSY ASSISTANT 0650 MEDICAL TECHNICIAN 0679 MEDICAL CLERK

0681 DENTAL ASSISTANT

0986 LEGAL CLERICAL AND ASSISTANCE

0998 CLAIMS CLERICAL

1087 EDITORIAL ASSISTANCE

1105 PURCHASING

1106 PROCUREMENT CLERICAL AND ASSISTANCE

1107 PROPERTY DISPOSAL CLERICAL AND TECHNICIAN

2091 SALES STORE CLERICAL

2102 TRANSPORTATION CLERK AND ASSISTANT

2131 FREIGHT RATE

2132 TRAVEL

2134 SHIPMENT CLERICAL

2135 TRANSPORTATION LOSS AND DAMAGE CLAIMS EXAMINING

2144 CARGO SCHEDULING

2151 DISPATCHING

2154 AIR TRAFFIC ASSISTANCE

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Determining Your Broadband Level

Within your particular career path, your level will be determined by your permanent GS grade of record. Assuming you've determined your career path (if not, please do so <u>now</u>), how do you then know which broadband level you are in?

In the table below, find your career path (e.g., Technical Management Support) and the broadband level for your GS grade. Easy!

Т	Business Mar echnical Manageme	•	al (NH)
Level I	Level II	Level III	Level IV
(GS 1-4)	(GS 5-11)	(GS 12-13	(GS 14-15)
Technical Management Support (NJ)			
Level I	Level II	Level III	Level IV
(GS 1-4)	(GS 5-8)	(GS 9-11)	(GS 12-13)
Administrative Support (NK)			
Level I	Lev		Level III
(GS 1-4)	(GS		(GS 8-10)

Once you have been converted to a career path and broadband level, GS grades will no longer apply.

Employee Buy-in

Buy-ins are applied at the time an organization intially implements the demonstration project in accordance with their implementation plan, and subsequently upon an individual's lateral transfer, reassignment into the demonstration project. (For the purposes of this demonstration, "lateral transfer" is defined as a reassignment across Agencies without a change in rate of basic pay, except as provided by any within-grade increase or career-ladder "buy-in" paid upon conversion).

Employee buy-in insures that **you will not lose any pay** as a result of reassignment into the new system. In fact, **your pay may increase** as soon as the demonstration project begins!

Automatic within grade increases (WGI) inherent in the GS System are discontinued under the demonstration project.

To compensate employees equitably at the time of implementation, adjustments to the employee's base salary for step increase and non-competitive career ladder promotions will be made. Specifically, these adjustments will be computed at the demonstration implementation date based on a prorated share computed upon the number of weeks an employee has completed towards the next higher step or grade. Conversion into the demonstration for GM employees will be performed using the Last Equivalent Salary Increase (LESI) computation. An automated tool will facilitate the calculation of the new salary and the generation of the personnel action to move employees into the demonstration project. An official action documenting the

employee's reassignment will contain the remark "Pay adjustment upon reassignment to the Acquisition Workforce Demonstration Project."

Employees who enter the demonstration project after the initial implementation by lateral transfer, reassignment, or realignment will be subject to the same pay conversion rules. Specifically, adjustments to the employee's base salary for a step increase and a non-competitive career-ladder promotion will be computed as a prorated share of the current value of the step or promotion increase based upon the number of weeks an employee has completed toward the next higher step or grade at the time the employee moves into the project.

In the case of a step increase buy-in, the amount is computed by summing the product of the step increase for the employee's current grade and ratio of the employee's time in step to nominal time between steps to the current salary for the individual employee's grade and step. (Similar computation applies for career ladder progression buy-in.) If both the step increase and the career ladder buy-in apply, the step increase buy-in will be calculated first and then the career ladder buy-in.

new salary = (time in step/time between steps) x step increase + current salary

For example, a contracting officer enters the demonstration as a GS-12/step 4. The nominal time between steps 4 and 5 is 104 weeks. Assuming that at implementation the employee has earned 90/104ths of a WGI, this employee's new salary will include the GS-12/step 4 base rate of \$48,265 plus 90/104ths of the \$1,463 WGI, for a new base salary of \$49,530. The employee would be placed in broadband level III. (This example uses Calendar Year 1998 GS pay rates.)

For employees on retained pay whose salary exceeds the maximum pay of the employee's broadband level as determined by their grade, that employee remains in that level at the rate of pay plus buy-in adjustments, if appropriate.

Special salary rates are not applicable to demonstration project employees. You should consult with your Human Resources advisor for details on the treatment of special salary rates, reassignment into the demonstration that is simultaneous with a geographic move, and any other particular circumstances not covered in this tutorial. Also refer to the demonstration project Operating Procedures dated 19 February 1999, chapter 2, para 2.3. These Procedures will be updated as changes occur; the first change is expected in November 2000.

All employees remain eligible for the future locality pay increases for their geographic area.

Pay for most participants will probably increase as a result of the demonstration project—
NOT decrease.

Moving Out of the Demonstration Project

What happens if the demonstration project ends or you move to a GS position outside the demonstration project? In this case, your converted GS grade and rate of pay will be determined before reassignment out of the demonstration. Details on these special situations can be found in the **moving out section**.

This converted GS grade and rate will become your actual grade and rate after your organization leaves the demonstration project.

In the event that you individually move to a GS position outside the demonstration, or to another demonstration, the same conversion methodology applies. However, the gaining activity is not required to honor the conversion process of this demonstration. Be sure to ascertain your status before leaving the demonstration.

For more information on how this process might apply in your specific circumstances, you should contact your servicing human resources specialist.

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Moving Out of the Demonstration Project

Under the demonstration project, your adjusted rate of pay will be compared with the step four rate in the highest applicable GS rate range.

You will not be converted to a lower grade than the grade you held when you were converted into the demonstration.

However, if your series is a two-grade interval series, only odd-numbered grades below GS-11 will be considered.

You will be converted to the grade in which your adjusted rate equals or exceeds the applicable step four rate of the grade.

In any case, you will not be converted to a lower grade than the grade you held when you were reassigned into the demonstration. The only exceptions to this are the cases where you have undergone a reduction in broadband level or reduction in pay, i.e.voluntary change to a lower broadband level or an adverse action.

Caution: If, per chance, you leave the demonstration project to accept employment with another federal agency or a DoD organization that is not participating in the demonstration, the Program Office cannot guarantee that the gaining agency will use the demonstration project's formula for conversion. For organizations that exit the demonstration prior to the completion of an appraisal cycle, the following conversion features apply:

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The websites shown below may be accessed if you have an Internet connection.

Other Demonstration Sites

http://stbbs.wpafb.af.mil/STBBS/labs.htm - Air Force Lab Personnel Demonstration Page

http://www.opm.gov - The Office of Personnel Management Home Page

Acquisition Reform Web Sites

http://www.acq.osd.mil/ar/ar.htm - AR Home Page, web site of the Office of the Deputy Under Secretary of Defense (Acquisition Reform)

http://dacm.sarda.army.mil/ - Army Acqusition Corps Home Page (as of 17 Mar 97)

http://www.acq-ref.navy.mil/ - Navy Acquisition Reform Home Page

http://www.safaq.hq.af.mil/ - Air Force Acquisition Reform Home Page

http://www.crfpst.wpafb.af.mil/ - Air Force Lightning Bolt #1 Team

http://deskbook.osd.mil/deskbook.html - Defense Acqusition Deskbook

http://www-far.npr.gov - Federal Acquisition Reform Network

http://www.fedworld.gov/ - Fedworld Information Network

http://www.npr.gov/ - National Performance Review

http://www.gsa.gov/staff/v/training.htm - Federal Acquisition Institute Web Site

http://procure.msfc.nasa.gov/fedproc/home.ml - Federal Acquisition Jump Station

http://www.acq.osd.mil/ddre/edugate - Department of Defense Education Gateway

http://www.dcmc.dcrb.dla.mil - Defense Contract Management Command

http://www.acq.osd.mil/ar/index1.htm - Other Department of Defense Acquisition Reform Web Sites

http://www.access.gpo.gov/su_docs/aces/aces140.html - National Archives and Records Administration - Federal Register Online via GPO access

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hank you for participating in this tutorial for the DoD Acquisition Workforce Personnel Demonstration Project. We now ask you to take a few minutes to give us some feedback. For this assessment to be as successful as possible, kindly answer the questions below. Your answers will help to:

- Insure that the assumptions we are making about the design of the web site are accurate—for example, that most people participating in the test are using Windows 95 at a minimum.
- Make improvements to both the content of the tutorial and its presentation.

Directions

For each question on the form below, click on the answer that best describes your response. When you are finished answering questions for all five (5) groups (Configuration, Personal, Usability, Content, and General), press the Submit button. You will receive a confirmation showing the answers you submitted. If you wish to change any of these answers, use the **Back** key on your browser to return to this screen. Make the change(s) and then submit the form again.

CONFIGURATION

From those listed below, which OPERATING SYSTEM is currently running on your computer?
 Windows 95 Windows 98 Windows NT Windows 3.x Macintosh UNIX

(If other, please specify)

Other

2. Which resolution is your monitor set on?

640 x 480 800 x 600 1024 x 768 Other (**Note**: If you do not know, ask your systems administrator.)

3. Which Internet browser do you use MOST of the time at work?

Netscape

Internet Explorer

Other Which one?

PERSONAL

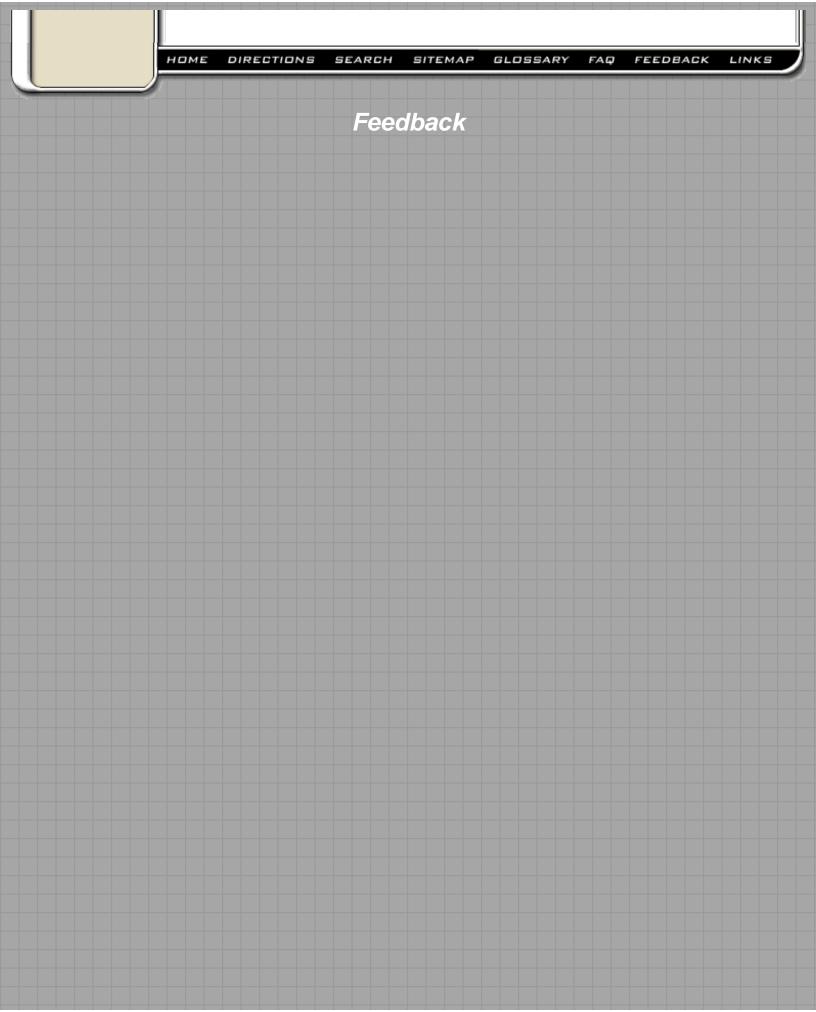
The following information will permit us to contact you for further details if needed:

Name:

(Optional)

Agency or Service: (Optional) **Email Address:** (Optional) **USABILITY** 1. How simple was it to navigate Ok Hard Easy through the screens? 2. How simple was it to read the Easy Ok Hard information on each screen? 3. How simple was it to follow the Easy Ok Hard sequence and flow of what was being explained? 4. How was the presentation of the Great Ok Poor course screens (e.g., format, colors, margins, etc.)? 5. Did you run across any errors in the tutorial? If so, please note them. CONTENT 1. After taking the tutorial, what level of High Ok Low confidence do you have in your understanding of the material presented? 2. After completing this tutorial, what is your High Ok Low level of confidence in your ability to use and understand the terminology? 3. After completing this tutorial, what is your Ok High Low level of confidence in your ability to get additional help in specific areas? 4. After completing this tutorial, what is your Ok High Low level of confidence in your ability to find the references you will need to perform your duties? 5. After completing this tutorial, what is your High Ok Low overall level of confidence in your ability to begin your duties? **GENERAL** Are there any comments or suggestions you would make on the effectiveness of this tutorial? Are there any improvements you would recommend?

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General Questions Regarding the Demonstration Project

- 1. Why is DoD developing a civilian personnel demonstration project for the Acquisition community?
- 2. How large is the population that will be covered affected by this demonstration project?
- 3. How is this demonstration different from the science and technology (S&T) reinvention labs?
- 4. How was the demonstration project proposal developed?
- 5. What are the desired results?
- 6. What is broadbanding and how will it benefit the employee?
- 7. Why do we need a simplified classification system?
- 8. Please explain in more detail what the Contribution-Based Compensation and Appraisal System (CCAS) is and what benefits will be gained by adopting it?
- 9. Employees, supervisors, and other personnel require training in all facets of this demonstration project.

 Please explain how and when demonstration participants and administrators are trained?
- 10. What are the changes in retention factors for Reduction in Force?
- 11. What changes have been made to veteran's preference?
- 12. The Federal Register indicates that there will be buy-ins. Who qualifies and how do I get one?
- 13. The acquisition demonstration project implies no actual loss but no pay increase for those who are inappropriately compensated above the rail. Is this true?
- 14. If pay is broadbanded, will there be any more promotions by grade?
- 15. For the normal cost of living increases that the President declares every year, how will this play into the new program? Right now, our GS pay scale changes based upon the cost of living increases. Will the broadbands be changing based on cost of living increases? Will employees receive cost of living increase or is this now part of the promotions based on contribution?
- 16. How do we go to a higher pay band, (get promoted)?
- 17. Will the top pay in each band continue to rise at the annual pay raise rate?
- 18. If you are at the top of the pay band, what benefit is the demonstration project?
- 19. Will the locality pay be based on contribution also?
- 20. Are acquisition personnel going to be able to PCS to other departments (Air Force, Navy, etc.) and

Defense agencies with this proposed mobility? Currently such assignments are the exception rather than the rule.

- 21. How is this going to impact on my high 3 or 5?
- **Q1:** Why is DoD developing a civilian personnel demonstration project for the Acquisition community?

A: In 1990, congress enacted the Defense Acquisition Workforce Improvement Act (DAWIA). One of DAWIA's goals is to establish a workforce of better-trained, multi-skilled professionals to effectively manage multimillion-dollar programs. DoD needs acquisition professionals who think "outside the box," and operate effectively in more than one functional area, willing to take managed risks. The demonstration initiatives provide incentives and rewards to employees who exhibit these characteristics. Back to top

- **Q2**: How large is the population that will be covered by this demonstration project?
 - A: Congress mandated a limit of 95,000 participants. The final number of participants is yet to be determined. Approximately 5,000 employees have already been reassigned into the demonstration.

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- **Q3**: How is this demonstration different from the science and technology (S&T) reinvention labs?

A: The lab demos are designed along organizational lines while the acquisition demo is designed along functional lines. Acquisition reform initiatives are changing the way we acquire systems, equipment, goods, and services to support the war-fighters. Dramatic changes in the way DoD conducts its acquisition business, e.g., the use of Integrated Process Teams (IPTs), created the need for a different kind of acquisition workforce. Back to top

Q4: How was the demonstration project proposal developed?

A: In September 1996, Secretary of Defense Perry established a process action team to develop concept, program, and implementation plans. Staff from personnel and functional communities from the Components and OSD jointly developed this demonstration project under the leadership of the Army, designated the Executive Agent for the demonstration.

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Q5: What are the desired results?

A: This demonstration is designed to provide a personnel management system that increases our ability to attract, retain, motivate and reward the highly-qualified acquisition workforce. The inflexibility of many personnel processes used today does not allow that.

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Q6: What is broadbanding and how will it benefit the employee?

A: Broadbanding, also referred to as pay banding, consolidates several pay grades into a broad band. Currently the 15 grades of the General Schedule are used to classify positions and, therefore, to set pay. Under broadbanding, several grades are banded together, thereby creating more flexibility for setting pay and reassigning personnel.

The common objectives of broadbanding are:

To reduce the number of distinctions between levels of work at the different grade levels, thereby greatly simplifying the process for employees to advance to another level of work and pay;

To allow for more competitive recruitment of quality candidates at differing rates within the appropriate broadband levels; and To allow employees to move within the band to higher levels of pay

based on level of contribution without going through a competitive promotion process.

The use of broadbanding provides a stronger link between pay and contribution to the mission of the organization. An employee can more easily be compensated at the level that reflects his contribution to the goals of the organization.

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Q7: Why do we need a simplified classification system?

A: The current job classification process is both time-consuming and costly. The demonstration offers a simplified classification process so that managers can readily use it to classify positions. The classification system also reflects changes from the current restrictive General Schedule system to a more generic broadbanding system. The position classification changes are designed to streamline and simplify the process of identifying and categorizing the work done within an organization.

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Q8: Please explain in more detail what the Contribution-Based Compensation and Appraisal System (CCAS) is and what benefits will be gained by adopting it?

A: The CCAS provides an effective and flexible method for assessing and compensating the workforce on the basis of their contribution to the mission of the organization, rather than on the amount of work accomplished and job longevity. It differs from the current title 5 system in that instead of basing the appraisal on how well a specified job is done (i.e. performance), the appraisal is based on the job done well (i.e. contribution). CCAS provides a direct link between levels of individual contribution and the compensation received.

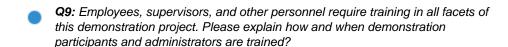
CCAS provides a common set of contribution factors that state what is important to the mission of the organization. Jobs done by individuals are evaluated against these contribution factors. Job growth is available to all by increasing contribution against known factors. Providing a common set of factors is one way CCAS achieves fairness in appraisal.

Equity in pay is achieved by making annual salary adjustments that move toward the same pay for the same level of contribution. This means that those who are underpaid for their contribution will have larger increases and those who are overpaid for their contribution will have smaller increases. In time this process will achieve equity in pay.

The CCAS will provide at least four important improvements:

- Promote increased fairness and consistency in the appraisal process;
- Improve ability to compensate and reward employees commensurate with their contributions to the organization;
- Better convey to employees the key factors associated with advancement in their job category; and
- Focus attention on measurable contributions and productivity.

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A: Training the workforce is a very important part of this project. Initially, we had planned and implemented a two-phase training approach. Our training provided informational training prior to the release of the first *Federal Register* notice and more intense training concurrent with the release of the second *Federal Register* notice in January 1999.

The informational training prior to the release of the first *Federal Register* notice was coordinated with our marketing strategy to travel to installations and cities with significant population of acquisition workforce employees to brief potential participants in the demonstration project. These briefings included a video and brochure explaining the major initiatives of the demo. Training on these areas will still be available to new organizations entering the Project and on a more limited basis to new employees.

Demonstration training is ongoing and focuses on four distinct groups:

employees

supervisors and managers

administrative personnel (primarily personnel specialists)

data maintainers

The demonstration PAT developed and provided industrial guides, overhead slides, videotapes, and other training aides. In addition, every employee has access to an employee handbook with detailed information about all demonstration initiatives.

The PAT also has provided information about the demonstration through the website, question and answer boards, articles in DoD periodicals, briefings with various levels of employee groups, management, and national labor organizations, VTC with field level representatives, and other forms of communication. We are attempting to notify, inform, and educate the acquisition workforce about the initiatives in this demonstration and their affect on human resource programs. All training and tutorial documents are available on the demonstration website: www.acqdemo.com

Training materials are updated to reflect all changes as well as the methodology for conducting the appraisal process.

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Q10: What are the changes in retention factors for Reduction in Force?

A: We have retained the same retention factors, except we use contribution instead of performance, and maintained the same order of precedence for the factors as the current system. Our system has a comparable method to adjust service computation dates as a result of an employee's contribution scores. Also, we have maintained veteran's preference throughout the demonstration project.

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Q11: What changes have been made to veteran's preference?

A: We have maintained veteran's preference throughout the demonstration project. Demonstration projects do not have the authority to alter veteran's preference.

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Q12: The Federal Register indicates that there will be buy-ins. Who qualifies and how do I get one?

A: The buy-ins refer to converting people into the demonstration project, which initially occurred in February 1999. The demonstration does not have step increases, and in order to give credit for time people have accrued under the existing system, an adjustment is made to eligible employees' base salary when they enter the demo. The amount of adjustment is dependent on the number of weeks they have accrued toward their next step increase. Employees receive this adjustment when their organization initially converts into the demo, in accordance with their approved Implementation Plan. Back to top

Q13: The acquisition demonstration project implies no actual loss but no pay increase for those who are inappropriately compensated above the rail. Is this true?

A: Our system focuses on positive incentives and under the compensation system, no one's salary can be reduced unless management has taken a formal contribution-based action. This includes placing an employee on a Contribution Improvement Plan and then issuing a proposal and subsequent decision letter. This is similar to the performance improvement process taken under the General Schedule.

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Q14: If pay is broadbanded, will there be any more promotions by grade?

A: Under the broadband system, promotions will only occur between broadband levels. Salary increase within a broadband will be accomplished seamlessly using a pay adjustment based on contribution scores. This will allow employees to increase their salary within a broadband level without the necessity of a promotion action.

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Q15: For the normal cost of living increases that the President declares every year- how will this play into the new program? Right now, our GS pay scale changes based upon the cost of living increases. Will the broadbands be changing based on cost of living increases? Will employees receive cost of living increase or is this now part of the promotions based on contribution?

A: As a point of clarification, GS pay adjustments authorized under 5 U.S.C. 5303 are based on the cost of labor, not the cost of living. GS pay adjustments are linked to changes in the Employment Cost Index (ECI). The ECI measures the overall rate of change in employers' compensation costs in the private and public sectors, excluding the Federal Government. The ECI does not measure the costs of consumer goods and services and are in no way tied to an inflation index. They are not an attempt to bring federal pay in line with private sector pay. Each year the broadbands will be adjusted upward to be equivalent to the new GS pay scale which will be changed by the general pay increase.

The demonstration project includes these adjustments for the pay pool to allocate through the contribution-based compensation and appraisal system. This adjustment, along with the minimums guaranteed each agency must provide, establishes a pool of approximately 5% which is set aside to specifically fund employee pay increases. This represents a larger amount than

currently available for employees. Within a broadband, employees can receive salary increases, which can take them to the top of the broadband level without a promotion. The only employees who are at risk of not receiving their full general pay increase will be those who are contributing at a level much less than would be indicated by their current rate of pay.

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Q16: How do we go to a higher pay band, (get promoted)?

A: Promotions under the demonstration project will occur the same way as in the current system. Most promotions will be competitive, but we have retained the current capabilities to achieve noncompetitive promotions. However, by utilizing broadbands, employees can receive a salary increase without having to receive a promotion. Within a broadband, employees can receive salary increases which take them to the top of the broadband level without any type of promotion. We believe the ability for employees to have their salary increased in this seamless manner will allow them to be rewarded for their contribution to the organization, without some of the limitations found under title 5. Back to top

Q17: Will the top pay in each band continue to rise at the annual pay raise rate? My concern is that if it does not, inflation will eat away the top pay levels. Example: If I am a level III employee making the max amount for level III, say \$50,000—My yearly review shows my contribution is such that I am under compensated but I am already at the top of my level in pay. If the top rate does not change yearly how am I to receive increased compensation and if I stayed at level III wouldn't everyone else in level III eventually catch up to my pay? In my example, the top level III compensation would be \$50,000 and if I understand the rules I could not receive more pay (in any form) as it would put me in level IV compensation.

A: Yes. If you are at the top of your broadband level, you can receive the full annual general pay increase since the bands are adjusted each year according to the General Pay Increase (GPI). In addition, you will be eligible for yearly cash awards that could help offset the limitations of being at the top of your broadband if your contribution indicates you should receive a larger increase than the GPI. This is a benefit not found in today's system for people that are at the step 10 pay level. Our system creates a pool of money equivalent to at least 2% of the employees' salary to be used for increases in base pay in addition to the general pay increase. The current system does not budget or provide any dollars for increasing people's salary who are at the top step of their GS grade. For those people, our system begins with a minimum of an extra 2% available to increase their compensation.

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Q18: If you are at the top of the pay band, what benefit is the demonstration project?

A: If you are at the top of your broadband level, you can receive the full annual general pay increase since the bands are adjusted each year according to the General Pay Increase (GPI). In addition, you will be eligible for yearly cash awards that could help offset the limitation of being at the top of your broadband if your contribution indicates you should receive a larger increase than the GPI. This money cannot be added to your base salary because you cannot exceed the top of the broadband level, but it is added to your one-time contribution award.

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Q19: Will the locality pay be based on contribution also?

A: Locality pay is not included in the pay pool. Everyone in the demonstration project will continue to receive any and all locality pay increases as appropriate. (OCONUS employees do not receive locality pay.)

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Q20: Are acquisition personnel going to be able to PCS to other departments (Air Force, Navy, etc.) and Defense agencies with this proposed mobility? Currently such assignments are the exception rather than the rule.

A: The demonstration project does not mandate any changes in mobility other than allowing the spouse of someone moved while on a position requiring them to sign a mandatory mobility agreement to be placed on the Priority Placement Program (PPP as category #3) at the new location. In order to take advantage of this, the spouse must be currently employed by DoD. Back to top

Q21: How is this going to impact on my high 3 or 5?

A: We are prohibited by law from changing the retirement system. Retirement calculations will continue to be determined as they are today, with any salary increases you receive under the demonstration project counting toward your high 3.

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APPROPRIATELY COMPENSATED REGION

The appropriately compensated region is the area on or between the upper and lower rails of the Normal Pay Range. Under CCAS, an employee whose salary versus OCS plots within this region, *must* receive the full general pay increase, *may* receive a Contribution Rating Increase of up to 6%, and *may* receive a Contribution Award.

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BETA

A coefficient ranging from 0.0 to 1.0. When set at 1.0 the spreadsheet uses the upper rail as the "target" for determining inappropriately compensated above the rails, or below the rails. When set at -1.0 the spreadsheet uses the lower rail as the "target." When set at 0.0 the spreadsheet uses the SPL for this purpose. Beta is set separately for CRI and CA determinations.

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BROADBAND LEVEL

A broadband level is a pay range derived from the General Schedule pay rates. Use the *Back* button on your browser to return to your previous screen.

CAREER PATH

One of three categories that an employee is placed in which corresponds to the employee's occupational series currently held.

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COMPETITIVE AREA

A competitive area is the organizational unit(s) and geographical area(s) in which employees compete during a RIF.

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CONTRIBUTION AWARD

The Contribution Award is a lump-sum payment based upon an individual's contribution to the mission of the organization. This award does not affect base salary.

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CONTRIBUTION-BASED COMPENSATION AND APPRAISAL SYSTEM (CCAS)

CCAS is a contribution-based assessment system that links salary adjustments to the individual's overall contribution to the organization's mission.

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CONTRIBUTION IMPROVEMENT PLAN (CIP)

The Contribution Improvement Plan is a document issued by the rating official that outlines specific areas in which the employee is inadequately contributing. This document states how the employee's contribution is inadequate; what improvements are required; recommendations on how to achieve increased contribution; assistance that the agency will offer to the employee in improving inadequate contribution; and the consequence of failure to improve.

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CONTRIBUTION RATING INCREASE (CRI)

A Contribution Rating Increase is a base salary increase based upon an individual's contribution to the mission of the organization.

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DESCRIPTORS

Descriptors are narrative statements that describe contributions typical for the broadband levels, and are the basis for contribution assessment. Descriptors are not used individually to assess contributions but taken as a whole to derive a single evaluation for each factor.

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DISCRIMINATORS

Various categories in which an employee's contribution is assessed. Discriminators for each factor are the same for all career paths and all broadband levels.

DISPLACEMENT

For purposes of this demonstration project, displacement means the movement via RIF procedures of a fully qualified employee into a position held by an employee of lower retention standing in the same or lower broadband level. The undue interruption standard of 5 CFR 351.403(a)(1) serves as the criterion to determine if an employee is fully qualified. In addition, to be fully qualified, the employee must meet DAWIA statutory requirements for the position, if applicable. (However, statutory waivers shall continue to apply.) Use the Back button on your browser to return to your previous screen.

EXPECTED RATING The expected rating is a rating derived by use of the employee's last OCS to plot a scatter diagram (chart) assuming the employee's performance continued exactly as it was in the previous rating period, i.e., the dot on the plot moves in direct relation to the standard pay line. In instances where no previous rating exists, the expected rating is dreived by plotting salary in relation to the SPL for that employee's career path and broadband level.

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FACTORS

Factors are the basis for assessing contributions. The same six factors (problem solving, teamwork/cooperation, customer relations, leadership/supervision, communications, and resource management) apply to all career paths. Use the Back button on your browser to return to your previous screen.

FEEDBACK

Feedback is communication between the rating official and employee about the employee's contribution during the appraisal cycle. Feedback should focus on the employee's strengths and weaknesses in areas of contribution to the organization's mission, professional development, and career development activities.

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GENERAL SCHEDULE PAY **INCREASE**

The General Schedule Pay Increase allows for a percentage increase to the General Schedule, as authorized by Congress and the President each year. Use the Back button on your browser to return to your previous screen.

INADEQUATE CONTRIBUTION

An employee is considered to to be inadequately contributing if his/her contribution in any factor is at or less than the midpoint of the next lower broadband level (or a factor score of zero for broadband level I employees). Additionally, when an employee's contribution plots in the area above the upper rail of thenormal pay range, the employee is considered to be contributing inadequately.

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COMPENSATED— ABOVE THE RAILS

INAPPROPRIATELY This region is the area above the upper rail of the normal pay range. Under CCAS, an employee whose salary versus OCS plots within this region could be denied part or all of the general pay increase and will receive no contribution rating increase or contribution award.

Use the Back button on your browser to return to your previous screen.

COMPENSATED— **BELOW THE RAILS**

INAPPROPRIATELY This region is the area below the lower rail of the normal pay range. Under CCAS, an employee whose salary versus OCS plots within this region must receive the general pay increase, may receive a contribution rating increase, and may receive a contribution award.

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LOWER RAIL

The curved line that is below the standard pay line (SPL) by an 8 percent difference in salary from the SPL throughout the OCS range. It is used to define the lower bound of the NPR.

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MASTER **RETENTION LIST**

List of competing employees in descending retention standing order as defined by their tenure, veterans' preference, and length of service as determined by their adjusted service computation date.

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NORMAL PAY RANGE (NPR)

The Normal Pay Range is the region bounded by the upper and lower rails. Use the Back button on your browser to return to your previous screen.

OCCUPATIONAL SERIES

One of the lines of work identified under the present, Governmentwide classification system. Under this demonstration, each occupational series is assigned to one of three career paths.

OVERALL CONTRIBUTION SCORE

The Overall Contribution Score (OCS) is a numerical value which represents the employee's contribution to the mission of the organization. It is computed by averaging the scores of the six contribution factors.

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PAY POOL

A group of employees among whom a certain amount of salary increase and award money is distributed. Each participant in the demonstration project is a member of only one pay pool.

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PAY POOL PANEL

The pay pool panel, which includes the pay pool manager and rating officials (who normally report directly to the pay pool manager), conducts a final review of the OCSs and the recommended compensation adjustments for the pay pool

Use the Back button on your browser to return to your previous screen.

PAY POOL MANAGER

The manager of the pay pool who has annual pay adjustment authority.

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POSITION REQUIREMENTS **DOCUMENT (PRD)** The Position Requirements Document for each employee provides jop-specific information, broadband level descriptors, and other information pertinent to the job, including staffing requirements and contribution expectations. This one- or two-page document replaces the current agency-developed position description

Use the Back button on your browser to return to your previous screen.

PROBATIONARY PERIOD

The propationary period is a period of time in which supervisors evaluate a newly hired demonstration project employee's contribution and conduct within the acquisition workplace environment to determine whether the employee should be retained.

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LOWER)

RAILS (UPPER AND The rails are lines +/-8.0 % in salary from the Standard Pay Line and define the Normal Pay Range.

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RATING OFFICIAL

The rating official is the individual who formally rates or appraises the employee for the annual rating of record. Normally this will the first-level supervisor. The terms "rating official" and "first level supervisor" are frequently used interchangeably in this tutorial.

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RATING OF RECORD

The rating of record is the official rating that is entered into the employee's official personnel file (or database).

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RETENTION STANDING

A competing employee's retention standing in RIF based on tenure, veteran's preference, length of service, and contribution, as compared to other employees in the same broadband level.

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SPECIAL CIRCUMSTANCES FOR PROVIDING A **RATING OF** RECORD

Certain employees cannot be evaluated readily by the normal CCAS appraisal process due to special circumstances that take the individual away from normal duties or duty station (e.g., long-term full-time training, active military duty, extended sick leave, leave without pay, etc.)

Use the Back button on your browser to return to your previous screen.

STANDARD PAY LINE (SPL)

The Standard Pay Line is a mathematical relationship between contribution and salary. The Standard Pay Line tracks from the lowest pay, GS-1/1, to the highest pay, GS-15/10. It is increased annually in accordance with the General Schedule

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SUPERVISOR

The first-level supervisor is usually the individual who formally rates or appraises the employee for the annual contribution assessment (rating of record). The terms "rating official" and "first level supervisor" are frequently used interchangeably in this tutorial.

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On this page you will find directions on how **BEST** to use this tutorial. By following these directions, you will be able to complete the tutorial faster, easier, and more enjoyably.

Three Main Things

There are three (3) main things that you need to understand clearly before embarking upon the tutorial.

- 1. The first is the **configuration** assumptions upon which the design was based: hardware, software, and prior knowledge on your part. If you do not have the required hardware and software on the machine from which you plan to run the tutorial, then you will not be able to view it as anticipated. In that case, you may want to download software to come "up to snuff" or change to a different computer to take the tutorial. If, on the other hand, your young niece can negotiate the Internet better than you can, you may wish to seriously consider taking one of the available Internet tutorials listed on the "Links" page.
- 2. The second area you need to understand is the **conventions** used to move through the pages of the tutorial and how you can "navigate" them in the most sensible (also the quickest) manner.
- 3. Last but not least is the tutorial's **organization**: what's where, and why it's there.

Let's look at the specific requirements each of these three (3) areas.

Configuration Assumptions				
Hardware	Software	Knowledge		
At least a 486/66 PC	Windows 95 or NT	Knows basics of working with the operating system		
Video card that supports at least 256 colors and a 600 x 800 screen resolution that is set to at least 600 x 800. (Click here to find out how to check/change colors and screen resolution) Later	A 3.x or later version of either Netscape Navigator or Internet Explorer (Click here to go get one or the other of these browsers.) Later	How to use one of these browsers. (Click here for a tutorial on these browsers.) Later		
Conventions				
Underlined words and phrases indicate links to other pages or a different spot on the same page.	cate links to other lifterent spot on than one screenful of information. Use the scroll bar the first till			
4. To use the tutorial as a reference use the navigation buttons on the left and at the bottom of the screen.	5. Use the "go to bottom" link at the top of each page to quickly move to the bottom of the screen. Use the "back to top" link to move back up again.	6. Use the "Site Map" page to quickly locate a particular page.		

Organization

1. The tutorial is divided into two major sections: <i>content</i> screens and <i>utility</i> screens.	2. <i>Utility</i> screens like this one help you use the tutorial to best advantage. You access	3. Content screens discuss the various components of the Demonstration Project. The	
	the utility screens by using the green buttons at the bottom of the page. (Hint: use the "go to bottom" link to get to these buttons quickly.)	major Project topics are accessed by using the buttons on the left side of the screen.	
4. If a content topic has more than one page, the next page is listed on the left as p. 2, p. 3, etc.			

Other Stuff You Will Want to Know...

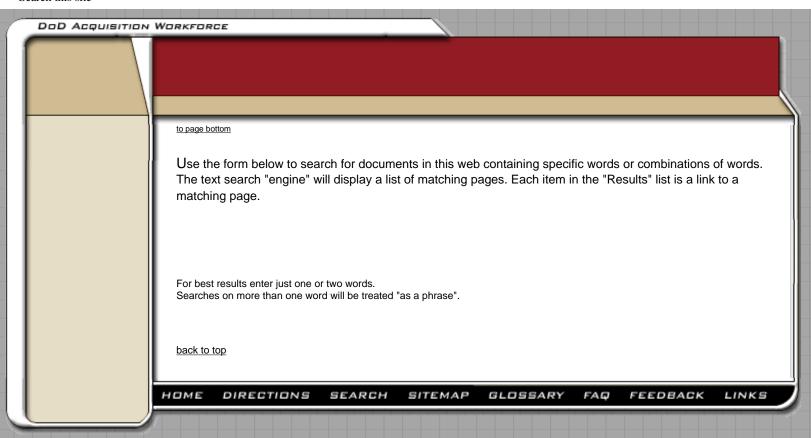
Fonts - In addition to the faithful "Times Roman" font, this site uses the free "Trebuchet MS" font from Microsoft. If you do not have this font on your system, you can download it for free from: http://www.microsoft.com/truetype/fontpack/win.htm. Once you have downloaded the font, you must then install it in your font folder. (Ask a font-familiar colleague if you're not sure how to install a new font.)

Once this font has been installed on your system, you will then see it appear at the top of these pages rather than the default system font, "Ariel." Since the two fonts are similar, it's really a matter of personal choice.

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Three Main Things

There are three (3) main things that you need to understand clearly before embarking upon the tutorial.

- 1. First is the **configuration** assumptions upon which the design was based. If you wish, you may click above, or see your system administrator to compare your current hardware and software configuration with the specific requirements for this tutorial.
- 2. The second area you need to understand addresses the **conventions** used to move through the pages of the tutorial and how you can "navigate" them in the most sensible (also the quickest) manner.
- 3. Last but not least is the tutorial's **organization**: what's where, and why it's there.

Let's look at the specific requirements of the last two (2) areas.

Conventions			
1. Underlined words and phrases indicate links to other pages or a different spot on the same page.	2. Most pages contain more than one screenful of information. Use the scroll bar on the right to scroll down the page.	3. Use the "next" and "back" buttons at the end of the text the first time through the tutorial.	
4. To use the tutorial as a reference, use the navigation buttons on the left and at the bottom of the screen.	5. Use the "go to bottom" link at the top of each page to quickly move to the bottom of the screen. Use the "back to top" link to move back up again.	6. Use the "Site Map" page to quickly locate a particular page.	

Organization				
The tutorial is divided into two major sections: utility screens and content screens.	2. Utility screens like this one help you use the tutorial to best advantage. You access the utility screens by selecting the links in the black bar at the bottom of the page. (Hint: use the "go to bottom" link to get to these buttons quickly.)	3. Content screens discuss the various components of the Demonstration Project. The major Project topics are accessed by using the buttons on the left side of the screen.		
4. If a content topic has more than one page, the next page is listed on the left as p. 2, p. 3, etc.				

Other Stuff You Will Want to Know...

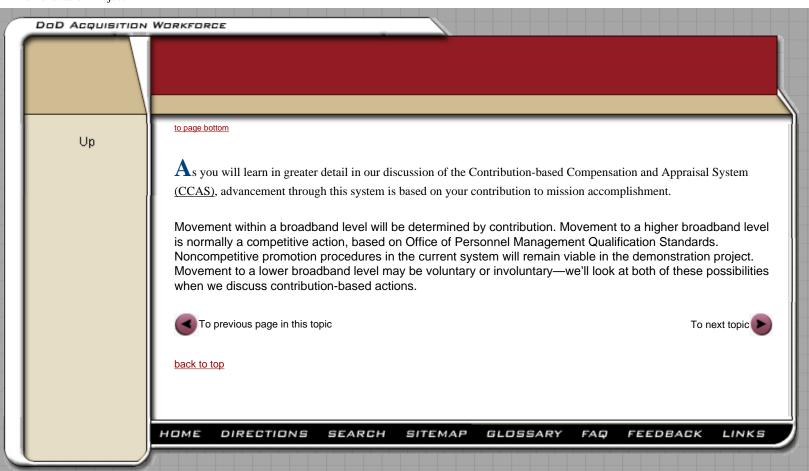
Fonts - In addition to the faithful "Times Roman" font, this site uses the free "Trebuchet MS" font from Microsoft. If you do not have this font on your system, you can download it for free from:

Directions

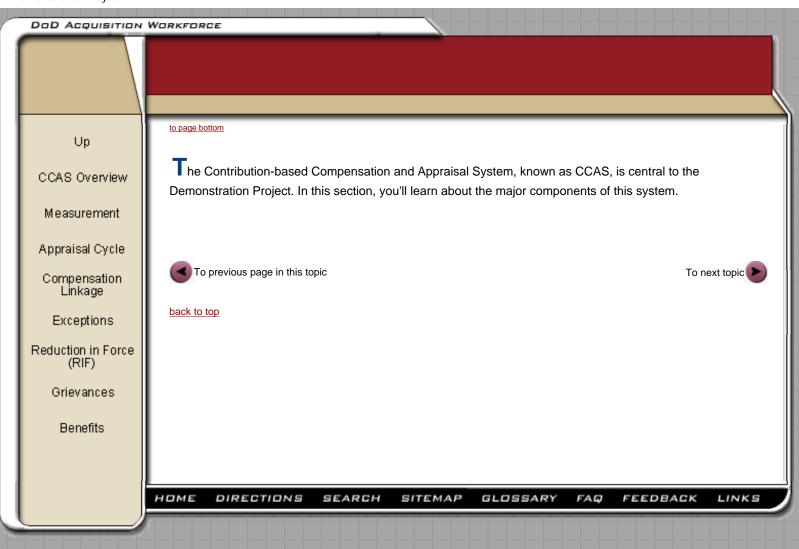
Demonstration Project DoD Acquisition Workforce to page bottom **Changing Your Computer Monitor's Settings** For Windows 95, click on the "Start" button at the bottom of your screen and then select "Settings" and then "Control Panel." When the Control Panel window appears, double click the "Display" icon. Once the Display program opens, click on the "Settings" tab. You can move the slider on the right side of the screen to whatever resolution your computer supports. If it's available, move the slider to 800 by 600 pixels or higher. Note: The higher the numbers, the more "stuff" you can fit on your screen and the lower, the less stuff. You may or may not need to restart your computer after you change the resolution. But in any case, be prepared to do so. You can also change the number of colors available to be displayed—again, depending on your computer. This can be accomplished on the left side of the Display:Settings screen. We recommend that colors should be set to at least 256 or more. This will help ensure that you see the colors we used. Use the *Back* button on your browser to return to your previous screen. back to top HOME DIRECTIONS SEARCH SITEMAP GLOSSARY FAQ FEEDBACK LINKS

Demonstration Project DoD Acquisition Workforce to page bottom Up How New Hires Are Assigned to a Broadband Level Newly hired personnel will be hired into a specific <u>career path</u> and broadband level. Placement within the appropriate range is based upon factors such as labor market considerations, and the employee's specialized education and experience. Employees who enter the demonstration project from other Federal Agencies by lateral reassignment or transfer will enter at their current basic pay with no loss or gain due to transfer and will not receive the "buy-in" applied during the initial conversion process of their organization into the demonstration project. [There is a proposal at OPM to allow the Demonstration Project to negotiate pay for these employees in the same manner as for new hires into the Federal government. Effect on the Probationary Period For employees in the Business Management and Technical Management Professionalal career path, the current one-year probationary period does not always provide managers the time needed to properly assess the contribution of new hires in the acquisition environment. For that reason, all newly hired permanent careerconditional employees in the professional career path may be subject to an extension of their probationary period equal to the length of any educational or training assignment that places the employee outside normal supervisory review. Employees appointed prior to the implementation date of the demonstration will not be affected. Aside from extending the probationary period, all other features of the current probationary period are retained. If you need additional information on this subject, please consult with your Human Resources advisor. To last page in previous topic To next page in this topic back to top HOME DIRECTIONS SEARCH SITEMAP GLOSSARY FA₽ FEEDBACK LINKS

New Hires



Moving Between Levels



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Perhaps the most important element of the demonstration project is the Contribution-based Compensation and Appraisal System, known as CCAS. This system is central to the Defense Acquisition Workforce Improvement Act and the National Partnership for Reinventing Government. Although the system may appear complicated at first glance, it's actually simpler than the current system in many respects. We'll look at it piece by piece to help you understand the key points.

Contributing to the Mission



CCAS measures your contribution to the mission of your organization, rather than simply how well you performed your job as defined by a performance plan. CCAS also provides much greater compensation flexibility: you have the opportunity to earn a larger-than-average salary increase if your contribution justifies it. On the other hand, you could also earn a smaller increase, or no increase at all (except locality pay), if your contribution does not measure up. Under CCAS, employees are rewarded just as their contributions merit; those not contributing at the required level will have to do better in order to receive monetary rewards.

Pay Pools Introduced

You will become a member of what is called a pay pool. Pay pools are created by the local commander. For example, all of the employees in a division might comprise a pay pool. Or, several small directorates may be combined into a single pay pool.

We recommend each pay pool have at least 35 to 300 employees assigned to it.

Each pay pool has a pay pool panel to make decisions about compensation adjustments. The panel includes the pay pool manager and the rating officials who report directly to him or her. However, neither the pay pool manager nor the individual supervisors within it will recommend or set his/her own pay level.

Money in the Pay Pool

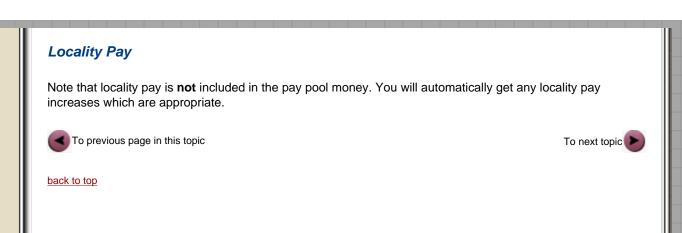
What money goes into the pay pool? The dollar amounts included in each pay pool will be computed each year based on the salaries of all of the employees in the pay pool as of September 30th. Pay pool funds include those from any general pay increase, along with money that would have been available under the GS system for:

- Quality step increases
- Within grade increases
- Certain promotions
- Performance-based awards

The pay pool has minimum levels at which it must be funded. This ensures there is enough money to reward employees. We'll see how award money is used later in this tutorial.

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CCAS Overview

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How will your contribution be measured? Answer: by a set of factors, descriptors, and discriminators, relevant to your acquisition activity. These factors, descriptors, and discriminators will be consistent throughout the demonstration project. They may not be modified by your Service or agency or supplemented locally. Factors, descriptors, and discriminators are also used to classify a position at the appropriate broadband level. Click on each link to learn more about it: *factors, descriptors,* and *discriminators*.

In a moment you will have an opportunity to click on your career path and see the discriminators and descriptors for your broadband level. If you wish, you can also begin a self-assessment to see where you might stand according to each factor, descriptor, and discriminator. As you read through the information that will be presented, ask yourself the following questions:

- At what level am I currently functioning for each factor? Try to assess your current contribution as best you can?
- Am I contributing at the level to which I am assigned in the demonstration project?
- How am I contributing to the mission?

Now you're ready to click on a career path factor below to see a table containing its descriptors and discriminators for each factor.

- Business Management and Technical Management Professional
 - Factor 1 Problem Solving
 - Factor 2 Teamwork/Cooperation
 - Factor 3 Customer Relations
 - Factor 4 Leadership/Cooperation
 - Factor 5 Communication
 - Factor 6 Resource Management
- Technical Management Support
 - Factor 1 Problem Solving
 - Factor 2 Teamwork/Cooperation
 - Factor 3 Customer Relations
 - Factor 4 Leadership/Cooperation
 - Factor 5 Communication
 - Factor 6 Resource Management
- Administrative Support
 - Factor 1 Problem Solving
 - Factor 2 Teamwork/Cooperation
 - Factor 3 Customer Relation
 - Factor 4 Leadership/Cooperation
 - Factor 5 Communication
 - <u>Factor 6 Resource Management</u>

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Measurement

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Business Management & Technical Management Professional

Factor 1 - Problem Solving

Factor Description: This factor describes/captures personal and organizational problem-solving results.

Expected Performance Criteria: (Applicable to all contributions at all levels.) Work is timely, efficient, and of acceptable quality. Completed work meets project/program objectives. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Performs activities on a task; assists supervisor or other appropriate personnel.
- Resolves routine problems within established guidelines.
- Independently performs assigned tasks within area of responsibility; refers situations to supervisor or other appropriate personnel when existing guidelines do not apply.
- Takes initiative in determining and implementing appropriate procedures.

Level 2

- Plans and conducts functional technical activities for projects/programs.
- Identifies, analyzes, and resolves complex/difficult problems.
- Independently identifies and resolves conventional problems which may require deviations from accepted policies or instructions.
- Adapts existing plans and techniques to accomplish complex projects/programs. Recommends improvements to the design or operation of systems, equipment, or processes.

Level 3

- Independently defines, directs, or leads highly challenging projects/programs. Identifies and resolves highly complex problems not susceptible to treatment by accepted methods.
- Develops, integrates, and implements solutions to diverse, highly complex problems across multiple areas and disciplines.
- Anticipates problems, develops sound solutions and action plans to ensure program/mission accomplishment.
- Develops plans and techniques to fit new situations to improve overall program and policies. Establishes precedents in application of problem-solving techniques to enhance existing processes.

DISCRIMINATORS

Use the **Back** button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independence
- Creativity

Use the *Back* button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independence
- Creativity

- Scope/Impact
- Complexity/Difficulty
- Independence
- Creativity

Demonstration Project Use the Back button on your browser to Level 4 return to your previous screen. Defines, establishes, and directs organizational focus (on challenging and highly complex project/programs). Identifies and resolves highly complex problems that cross organizational Scope/Impact boundaries and promulgates solutions. Resolution of problems requires mastery of the field to develop new hypotheses or fundamental new concepts. Assesses and provides strategic direction for resolution of Complexity/Difficulty mission critical problems, policies, and procedures. Works at senior level to define, integrate, and implement strategic direction for vital programs with long-term impact on Independence large numbers of people. Initiates actions to resolve major organizational issues. Promulgates innovative solutions and methodologies. Works with senior management to establish new fundamental concepts and criteria and stimulate the development of new Creativity policies, methodologies, and techniques. Converts strategic goals into programs or policies. back to Measurement page To next factor back to top HOME DIRECTIONS SEARCH SITEMAP GLOSSARY FAQ FEEDBACK LINKS

Business Management & Technical Management Professional

Factor 2 - Teamwork/Cooperation

Factor Description: This factor, applicable to all teams, describes/captures individual and organizational teamwork and cooperation.

Expected Performance Criteria: (Applicable to all contributions at all levels.) Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately. Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Works with others to accomplish routine tasks.
- Contributes ideas in own area of expertise. Interacts cooperatively with others.
- Regularly completes assignments in support of team goals.

Level 2

- Works with others to accomplish projects/programs.
- Uses varied approaches to resolve or collaborate on project/program issues. Facilitates cooperative interactions with others.
- Guides/supports others in executing team assignments. Proactively functions as an integral part of the team.

Level 3

- Works with others to accomplish complex projects/programs.
- Applies innovative approaches to resolve unusual/difficult issues significantly impacting important policies or programs. Promotes and maintains environment for cooperation and teamwork.
- Leads and guides others in formulating and executing team plans. Expertise is sought by peers.

Level 4

- Leads/guides/mentors workforce in dealing with complex problems.
- Solves broad organizational issues. Implements strategic plans within and across organizational components. Ensures a cooperative teamwork environment.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

- Scope of Team Effort
- Contribution to Team

Business Management & Technical Management Professional

Factor 3 - Customer Relations

Factor Description: This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

Expected Performance Criteria: (Applicable to all contributions at all levels.) Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately. Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Independently carries out routine customer requests.
- Participates as a team member to meet customer needs.
- Interacts with customers on routine issues with appropriate guidance.

Level 2

- Guides the technical/functional efforts of individuals or team members as they interact with customers.
- Initiates meetings and interactions with customers to understand customer needs/expectations.
- Interacts independently with customers to communicate information and coordinate actions.

Level 3

- Guides and integrates functional efforts of individuals or teams in support of customer interaction. Seeks innovative approaches to satisfy customers.
- Establishes customer alliances, anticipates and fulfills customer needs, and translates customer needs to programs/projects.
- Interacts independently and proactively with customers to identify and define complex/difficult problems and to develop and implement strategies or techniques for resolving program/project problems (e.g., determining priorities and resolving conflict among customers' requirements).

Level 4

Leads and manages the organizational interactions with customers from a strategic standpoint.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Breadth of Influence
- Customer Needs
- Customer Interaction Level

Use the *Back* button on your browser to return to your previous screen.

- Breadth of Influence
- Customer Needs
- Customer Interaction Level

Use the **Back** button on your browser to return to your previous screen.

- Breadth of Influence
- Customer Needs
- Customer Interaction Level

Use the *Back* button on your browser to return to your previous screen.

Breadth of Influence

Business Management & Technical Management Professional

Factor 4 - Leadership/Supervision

Factor Description: This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

Level 1

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LEV	ЕЦ	DES	CKI	PIC	JKS

- Takes initiative in accomplishing assigned tasks.
- Provides inputs to others in own technical/functional area.
- Seeks and takes advantage of developmental opportunities.

Level 2

- Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems.
- Proactively guides, coordinates, and consults with others to accomplish projects.
- Identifies and pursues individual/team development opportunities.

Level 3

- Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance.
- Defines, organizes, and assigns activities to accomplish project/program goals. Guides, motivates, and oversees the activities of individuals and teams with focus on project/program issues.
- Fosters individual/team development by mentoring.
 Pursues or creates training development programs for self and others.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

Demonstration Project Use the *Back* button on your browser to return to Level 4 your previous screen. Establishes and/or leads teams to carry out complex Leadership Role projects or programs. Resolves conflicts. Creates climate where empowerment and creativity thrive. Recognized as a technical/functional authority on specific issues. Leads, defines, manages, and integrates efforts of Breadth of Influence several groups or teams. Ensures organizational mission and program success. Mentoring/Employee Development Fosters the development of other team members by providing guidance or sharing expertise. Directs assignments to encourage employee development and cross-functional growth to meet organizational needs. Pursues personal professional development. back to Measurement page To next factor back to top DIRECTIONS SITEMAP GLOSSARY FA₽ FEEDBACK HOME SEARCH LINKS

Business Management & Technical Management Professional

Factor 5 - Communication

Factor Description: This factor describes/captures the effectiveness of oral/written communications.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Communicates routine task status/results as required.
- Provides timely data and written analyses for input to management/technical reports or contractual documents.
- Explains status/results of assigned tasks.

Level 2

- Communicates team or group tasking results, internally and externally, at peer levels.
- Writes, or is a major contributor to, management/technical reports or contractual documents.
- Presents informational briefings.

Level 3

- Communicates project or program results to all levels, internally and externally.
- Reviews and approves, or is a major contributor to/lead author of, management reports or contractual documents for external distribution. Provides inputs to policies.
- Presents briefings to obtain consensus/approval.

Level 4

- Determines and communicates organizational positions on major projects or policies to senior level.
- Prepares, reviews, and approves major reports or policies of organization for internal and external distribution. Resolves diverse viewpoints/controversial issues.
- Presents organizational briefings to convey strategic vision or organizational policies.

DISCRIMINATORS

Use the **Back** button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

Use the *Back* button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

Use the **Back** button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

- Level of Interaction (Audience)
- Written
- Oral

Business Management & Technical Management Professional

Factor 6 - Resource Management

Factor Description: This factor describes/captures personal and organizational utilization of resources to accomplish the mission. (Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds.)

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Uses assigned resources needed to accomplish tasks.
- Plans individual time and assigned resources to accomplish tasks.
- Effectively accomplishes assigned tasks.

Level 2

- Plans and utilizes appropriate resources to accomplish project goals.
- Optimizes resources to accomplish projects/programs within established schedules.
- Effectively accomplishes project/program goals within established resource guidelines.

Level 3

- Plans and allocates resources to accomplish multiple project/programs.
- Identifies and optimizes resources to accomplish multiple project/program goals.
- Effectively accomplishes multiple project/program goals within established guidelines.

Level 4

- Develops, acquires, and allocates resources to accomplish mission goals and strategic objectives.
- Formulates organizational strategies, tactics, and budget/action plan to acquire and allocate resources.
- Optimizes, controls, and manages all resources across projects/programs. Develops and integrates innovative approaches to attain goals and minimize expenditures.

DISCRIMINATORS

Use the **Back** button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

Use the **Back** button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

Use the *Back* button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

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Technical Management Support

Factor 1 - Problem Solving

Factor Description: This factor describes/captures personal and organizational problem-solving.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Completed work meets project/program objectives. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Conducts activities on a task; assists supervisors or other appropriate personnel.
- Resolves routine problems within established guidelines.
- Works with others in solving problems with appropriate guidance.
- Takes initiative in selecting and implementing appropriate procedures.

Level 2

- Plans and conducts technical activities for projects.
- Identifies and resolves non-routine technical problems utilizing established patterns and methods.
- Identifies and resolves problems; adapts accepted policies, procedures, or methods with moderate guidance.
- Adapts existing plans and techniques to accomplish projects.

Level 3

- Plans and conducts challenging and difficult technical activities for projects/programs.
- Develops, integrates, and implements solutions to complex problems on projects/programs.
- Identifies problems; develops solutions and action plans with minimal guidance.
- Develops plans and techniques to fit new situations.

Level 4

 Identifies and resolves complex problems that may cross functional/technical boundaries and promulgates solutions.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

Use the *Back* button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

Use the **Back** button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

Use the **Back** button on your browser to return to your previous screen.

Scope/Impact

to page bottom

Technical Management Support

Factor 2 - Teamwork/Cooperation

Factor Description: This factor, applicable to all teams, describes/captures individual and organizational teamwork and cooperation.

Expected Performance Criteria: (Applicable to all contributions at all levels.) Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Works with others to accomplish routine tasks.
- Contributes ideas in own area of expertise. Interacts cooperatively with others.
- Regularly completes assignments in support of team goals.

Level 2

- Works with others to accomplish projects.
- Contributes ideas in own area of expertise. Facilitates cooperative interactions with others.
- Supports others in executing team assignments.

 Proactively functions as an integral part of the team.

Level 3

- Works with others to accomplish complex projects/programs.
- Guides others to resolve or collaborate on complex project/program issues. Promotes cooperative interactions with others.
- Integrates technical expertise and guides activities to support team accomplishment.

Level 4

- Leads others to accomplish complex projects and programs.
- Applies innovative approaches to resolve unusual/difficult technical/management issues. Promotes and maintains environment for cooperation and teamwork.
- Ensures a cooperative teamwork environment.
 Leads and guides others in formulating and executing team plans. Expertise is sought by others.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

Use the **Back** button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

- Scope of Team Effort
- Contribution to Team
- Effectiveness

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Technical Management Support

Factor 3 - Customer Relations

Factor Description: This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

DISCRIMINATORS Use the *Back* button on your browser to return to

Level 1

- Assists customer support activities.
- Participates as a team member to meet customer needs.
- Interacts with customers on routine issues with appropriate guidance.

your previous screen.

Customer Interaction Level

Breadth of Influence

Customer Needs

Level 2

- Actively participates with others to satisfy customer requests.
- Interacts with customers to respond to customer needs/expectations.
- Interacts with customers to communicate information and coordinate action.

Use the **Back** button on your browser to return to your previous screen.

- Breadth of Influence
- Customer Needs
- Customer Interaction Level

Use the Back button on your browser to return to

Level 3

- Guides the technical efforts of individuals or teams as they relate with customers. Deviates from standard approaches when necessary.
- Initiates meetings and interactions with customers to understand customer needs/expectations.
- Interacts independently and proactively with customers to identify/define problems and to implement solutions.

your previous screen. Breadth of Influence

- Customer Needs
- Customer Interaction Level

Level 4

- Leads and coordinates technical efforts of individuals or teams in support of customer interactions. Develops innovative approaches to satisfy customers.
- Establishes customer alliances; anticipates and fulfills customer needs and translates customer needs to project/programs. Organizes and leads customer interactions.

- Breadth of Influence
- Customer Needs

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Technical Management Support

Factor 4 - Leadership/Supervision

Factor Description: This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Takes initiative in accomplishing assigned tasks. Asks for assistance as appropriate.
- Provides input to others in technical/functional area.
- Seeks and takes advantage of developmental opportunities.

Level 2

- Actively contributes as team member; takes initiative to accomplish assigned projects.
- Consults and coordinates with others to complete projects within established guidelines.
- Identifies and pursues individual/team developmental opportunities.

Level 3

- Actively contributes as team member or leader.
 Recognized for functional/technical expertise.
- Defines, organizes, and assigns activities to accomplish goals. Guides, motivates and oversees others in accomplishing projects/programs.
- Promotes developmental opportunities for self and team. Advises others to seek specific training.

Level 4

- Provides guidance to individuals/teams; resolves conflicts. Serves as subject matter expert.
- Guides, motivates, and oversees multiple complex projects/programs.

DISCRIMINATORS

Use the **Back** button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

- Leadership Role
- Breadth of Influence

to page bottom

Technical Management Support

Factor 5 - Communication

Factor Description: This factor describes/captures the effectiveness of oral/written communications.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Communicates routine task status/results as required.
- Provides data and accurate draft documentation of assigned tasks for input to reports or documents.
- Explains status/results of assigned tasks.

Level 2

- Communicates team or group project status/results at equivalent levels within the agency.
- Writes segments of management/technical reports or documents.
- Communicates group/team results.

Level 3

- Communicates project/program status/results to management.
- Consolidates input and writes management/technical reports/documents for projects/programs.
- Presents project/program briefings.

Level 4

- Determines and communicates project/program positions at senior levels.
- Prepares, reviews, and approves management/technical reports for internal and external distribution.
- Presents project/program briefings to obtain consensus/approval. Represents the organization as technical subject matter expert.

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To next factor



DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

Use the *Back* button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

Use the **Back** button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

- Level of Interaction (Audience)
- Written
- Oral

to page bottom

Technical Management Support

Factor 6 - Resource Management

Factor Description: This factor describes/captures personal and organizational utilization of resources to accomplish the mission. (Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds.)

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Uses assigned resources needed to accomplish tasks.
- Plans individual time to accomplish tasks.
- Effectively accomplishes assigned tasks with appropriate guidance.

Level 2

- ldentifies and uses resources appropriately to accomplish projects.
- Plans resources to achieve task schedules.
- Independently accomplishes assigned tasks.

Level 3

- Plans and utilizes appropriate resources to accomplish projects/programs.
- Optimizes resources to accomplish projects within established milestones.
- Effectively accomplishes projects/programs within established resource guidelines.

Level 4

- Plans and allocates resources to accomplish multiple project/program goals.
- Identifies and optimizes resources to accomplish multiple project/program goals.
- Effectively accomplishes multiple project/program goals within established thresholds. Develops innovative approaches to attain goals and minimize resource expenditures.

DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

Use the **Back** button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

Use the **Back** button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

to page bottom

Administrative Support

Factor 1 - Problem Solving

Factor Description: This factor describes/captures personal and organizational problem-solving.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Completed work meets project/program objectives.

Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Conducts activities on a segment of a task. Assists supervisor or other appropriate personnel.
- Applies standard rules, procedures, or operations to resolve routine problems.
- Independently carries out routine tasks.
- Takes initiative in selecting and implementing appropriate procedures.

Level 2

- Plans and conducts administrative activities for projects.
- Develops, modifies, and/or applies rules, procedures, or operations to resolve problems of moderate complexity/difficulty.
- Independently plans and executes assignments; resolves problems and handles deviations.
- Identifies and adapts guidelines for new or unusual situations.

Level 3

- Plans and conducts complex administrative activities.
- Develops rules, procedures, or operations for complex/difficult organizational tasks.
- Identifies issues and determines approaches and methods to accomplish tasks. Initiates effective actions and resolves related conflicts.
- Identifies issues requiring new procedures and develops appropriate guidelines.

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To next factor



DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

Use the *Back* button on your browser to return to your previous screen.

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

- Scope/Impact
- Complexity/Difficulty
- Independendence
- Creativity

to page bottom

Administrative Support

Factor 2 - Teamwork/Cooperation

Factor Description: This factor describes/captures individual and organizational teamwork and cooperation.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Works with others to accomplish routine tasks.
- Contributes ideas on routine procedures. Interacts cooperatively with others.
- Regularly completes tasks in support of team goals.

Level 2

- Works with others to accomplish tasks.
- Resolves administrative problems; facilitates cooperative interactions with others.
- Guides others and coordinates activities in support of team goals. Proactively functions as an integral part of the team.

Level 3

- Works with others on complex issues/problems that may cross functional areas.
- Applies expertise in resolving complex administrative issues. Promotes and maintains environment for cooperation/teamwork. Sets tone for internal/external cooperation.
- Leads and guides others in formulating and executing plans in support of team goals.

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DISCRIMINATORS

Use the **Back** button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

Use the *Back* button on your browser to return to your previous screen.

- Scope of Team Effort
- Contribution to Team
- Effectiveness

- Scope of Team Effort
- Contribution to Team
- Effectiveness



to page bottom

Administrative Support

Factor 3 - Customer Relations

Factor Description: This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

DISCRIMINATORS Use the *Back* button on your browser to return to

Level 1

- Assists customer support activities.
- Meets routine customer needs.
- Interacts with customers on routine issues within specific guidelines.

Customer Needs

your previous screen.

Customer Interaction Level

Breadth of Influence

Level 2

- Guides the administrative efforts of individuals or team members as they interact with customers.
- Independently interacts with customers to understand customer needs/expectations.
- Interacts independently with customers to communicate information and coordinate actions.

Use the *Back* button on your browser to return to your previous screen.

- Breadth of Influence
- Customer Needs
- Customer Interaction Level

Level 3

- Identifies, defines, and guides administrative efforts in support of customer interactions; coordinates and focuses activities to support multiple customers.
- Establishes customer alliances and translates needs to customer service.
- Works independently with customers at all levels to define services and resolve non-routine problems.

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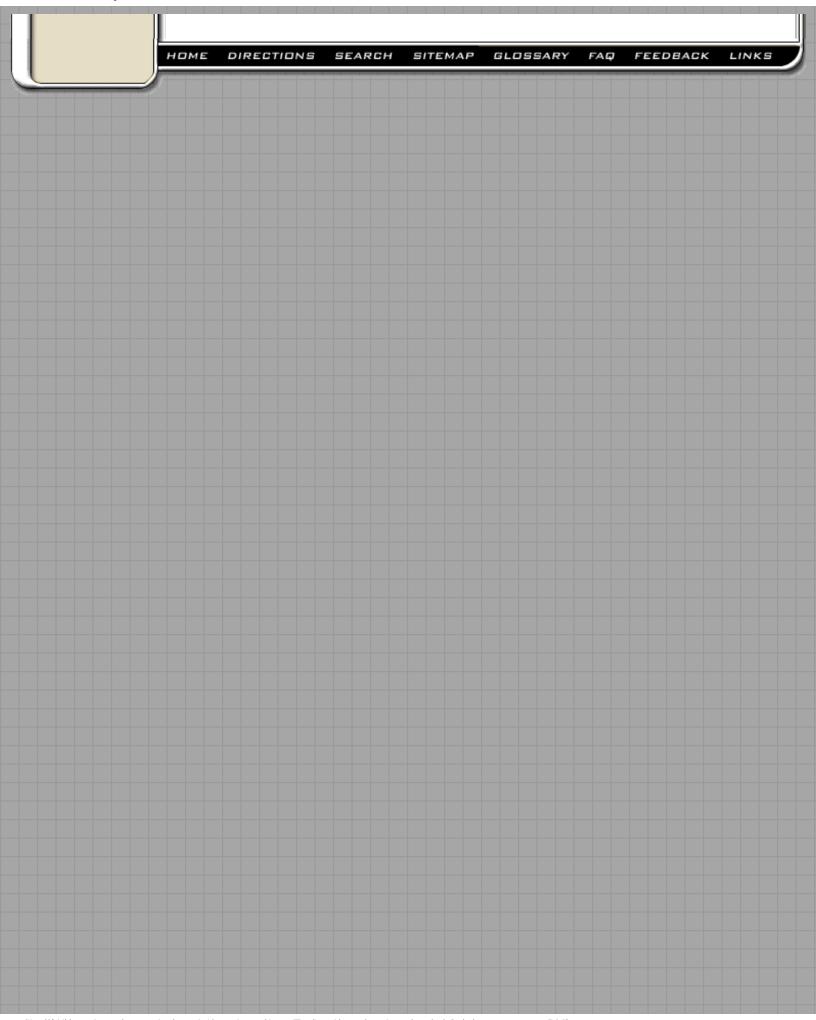
- Breadth of Influence
- Customer Needs
- Customer Interaction Level

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Administrative Support

Factor 4 - Leadership/Supervision

Factor Description: This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Takes initiative in accomplishing assigned tasks. Asks for assistance as appropriate.
- Provides input in administrative/functional area.
- Seeks and takes advantage of developmental opportunities.

Level 2

- Actively contributes as team member or leader; takes initiative to accomplish assigned projects.
- Guides others in accomplishing projects.
- Identifies and pursues individual/team developmental opportunities.

Level 3

- Provides guidance to individuals/teams; resolves conflicts. Expertise solicited by others.
- Guides and accounts for results or activities of individuals, teams, or projects.
- Promotes individual/team development; leads development of training programs for self and others.

back to Measurement page

To next factor



DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

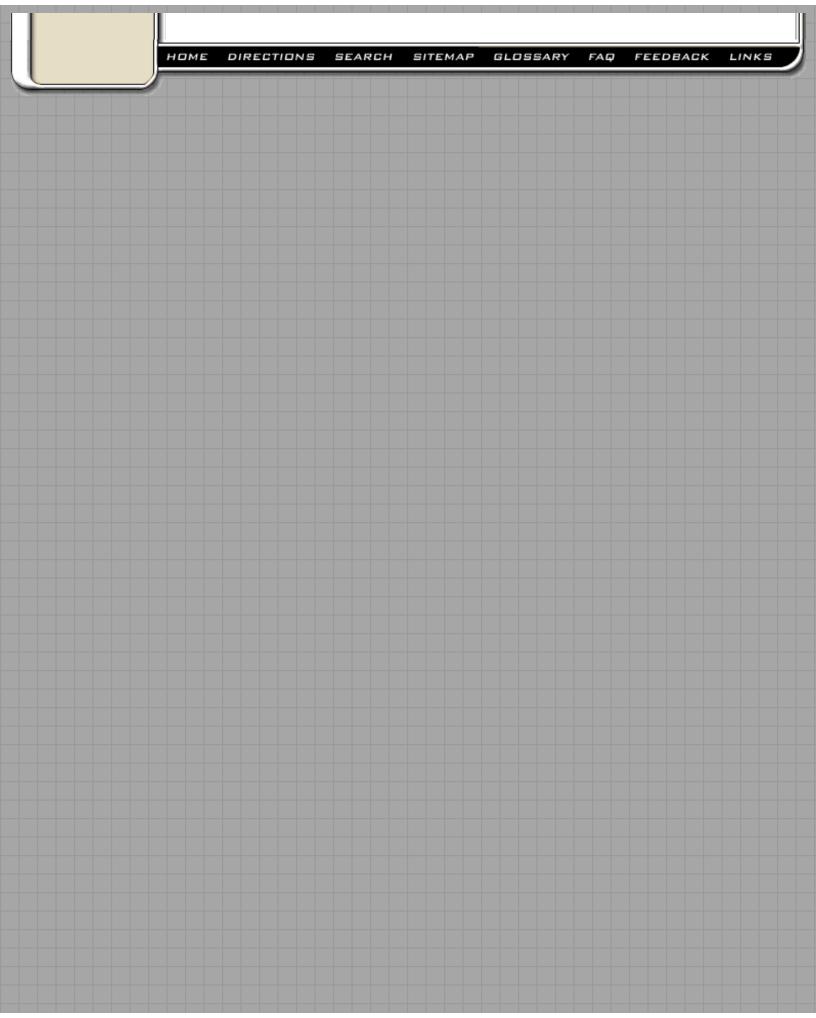
Use the *Back* button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

Use the **Back** button on your browser to return to your previous screen.

- Leadership Role
- Breadth of Influence
- Mentoring/Employee Development

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to page bottom

Administrative Support

Factor 5 - Communication

Factor Description: This factor describes/captures the effectiveness of oral/written communications.

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Communicates routine task/status results as required.
- Writes timely and accurate draft documentation.
- Explains status/results of assigned tasks.

Level 2

- Interprets and communicates administrative procedures within immediate organization.
- Prepares, coordinates, and consolidates documents, reports, or briefings.
- Communicates/presents internal administrative/functional procedures and tasks internally and externally.

Level 3

- Develops and advises on administrative procedures and communicates them to all levels, both internally and externally.
- Prepares, reviews, and/or approves documents, reports, or briefings.
- Explains and/or communicates administrative/functional procedures at all levels.

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DISCRIMINATORS

Use the *Back* button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

Use the *Back* button on your browser to return to your previous screen.

- Level of Interaction (Audience)
- Written
- Oral

- Level of Interaction (Audience)
- Written
- Oral



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Administrative Support

Factor 6 - Resource Management

Factor Description: This factor describes/captures personal and organizational utilization of resources to accomplish the mission. (Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds.)

Expected Performance Criteria: (Applicable to all contributions at all levels.)

Work is timely, efficient, and of acceptable quality. Available resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level.

Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

Go to Level 1

Go to Level 2

Go to Level 3

Go to Level 4

LEVEL DESCRIPTORS

Level 1

- Uses assigned resources to accomplish tasks.
- Plans individual time and assigned resources to accomplish tasks.
- Effectively accomplishes assigned tasks.

Level 2

- Identifies and uses resources to accomplish projects.
- Plans resources to achieve project schedules.
- Effectively accomplishes projects within established resource guidelines.

Level 3

- Plans, acquires, and allocates resources to accomplish objectives.
- Coordinates resources across projects.
- Optimizes resource utilization across projects.

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DISCRIMINATORS

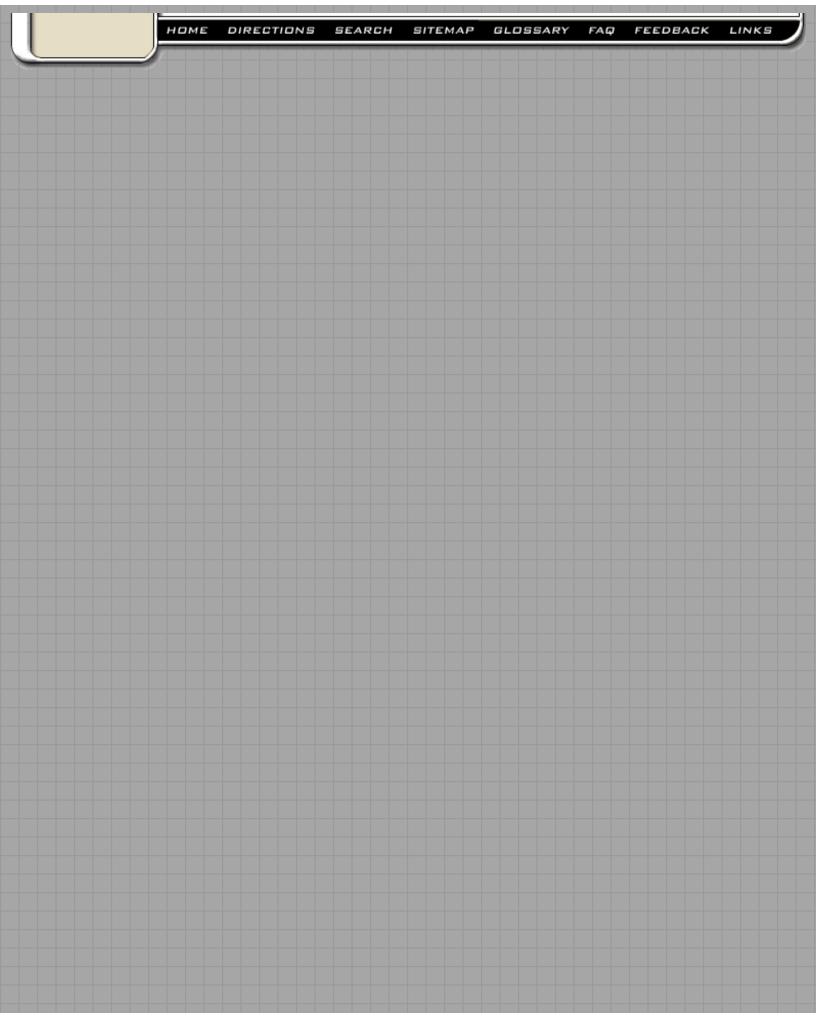
Use the *Back* button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

Use the **Back** button on your browser to return to your previous screen.

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency

- Scope of Responsibility
- Planning/Budgeting
- Execution/Efficiency



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The annual CCAS appraisal cycle begins on October 1 and ends on September 30 of the following calendar year. The payouts under CCAS normally will be reflected in the first full pay period in January each year.

At the beginning of the annual appraisal cycle, you will be given a list of the factors and broadband level descriptors which apply to your career path. During the appraisal cycle, you will have opportunities to discuss specific work assignments, standards, objectives, and your contributions with your supervisor on an on-going basis.

At the end of the appraisal cycle, your rating official, who normally should be your immediate supervisor, will meet with you. He or she will ask you to summarize your contributions for each of the six rating factors we previously discussed. You will describe your contributions in Part III of the CCAS Appraisal Form, using Microsoft Word, and provide an electronic copy to your supervisor. Click to view employee self assessment guidelines and examples. Your supervisor will use your input to complete Part II, Supervisor Assessment, describing your contributions.

Based on your input and your rater's knowledge of your work, your supervisor will identify an appropriate contribution level for each factor. He or she will use a matrix. Click to see a sample <u>matrix</u> for the Business Management and Technical Management Professional and the Technical Management Support career paths.

The pay pool panel determines a point value for your contribution for each of the six factors, and then averages them. If factors have been weighted, those weights are applied. This average then becomes your <u>Overall Contribution Score</u> (OCS). For a matrix showing the point ranges, click <u>here</u>.

Rating officials will meet together with the second-level supervisor to ensure consistency and equity of the contribution ratings. All employees in the same career path in the pay pool are placed by rating officials on the same contribution matrix. Adjustments are made as necessary to achieve consistency.

For example, once your contribution is compared with others in the matrix whose performance is known by the panel, it might become apparent that your rating official was being too severe or too lenient. You might then be moved up or down in one or more factors.

If disagreements cannot be resolved within the pay pool panel, the pay pool manager will work to resolve them off-line. Or, the pay pool manager can decide the outcome.

Weighting

The pay pool panel may also decide that some factors should be weighted more heavily than others. If so, the weights will have been established at the beginning of the rating period, and you will have been informed of the weights. Weights can only be used for all employees in a particular job category in the pay pool, such as logisticians or supervisors, and must then be applied to all employees in the pay pool in that category.

In general:

- Each factor must be assigned a weight between 0.5 and 1.0 in increments of 0.1
- At least three factors must have a weight of 1.0

In a second meeting of the pay pool panel at least a week later, any inconsistencies in the consolidated OCS listing are identified and resolved. The list is then presented to the pay pool manager for final approval.

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Employee Self Assessment Guidelines

Below are a few key points about contribution assessment.

First, it is essential that you understand your organizational mission. One of the by-products of CCAS will be to focus and sharpen mission awareness. If you are unclear as to your organizational mission, you should consult your chain of management.

Second, a key guideline to follow when writing inputs for CCAS is the "So what?" test. Ask yourself: "Did I have an impact on achieving our purpose? If so, what is the specific impact?" If you cannot reasonably answer these questions, then that particular activity may not really represent contribution. Remember under CCAS, we're not measuring busy-ness; instead, we're measuring results related to the mission. If your employee self assessment leaves you with the question, "So what?" you probably need to clarify how the results relate to the mission.

Third, do not presume implicit contribution on the merits of an activity alone. For example, stating, "I published three technical journal articles during this assessment period." implies a contribution but does not state one. Actually, there are two problems here: One, the implication of contribution itself may not hold when measured against specific organizational objectives (were your papers on a relevant topic? Did they advance the objectives of the group?) Two, even if the activity accurately implies contribution, the lack of explanation leaves the statement ambiguous; an outside observer may not be able to see the correlation between activity and contribution. The problem is only made worse when the activity is highly technical or very narrowly focused on subject matter for which the "insider group" is small. A more complete statement of contribution might be, "This year, I published three technical journal articles on <technical subject> which resulted in <some desired advancement in the technology> in direct support of our mission to <specify goal>." Good documentation of contribution like this stands on its own. It facilitates discussion in the meeting of managers and serves as a permanent record of the contribution.

Since supervisors are encouraged to broadly interpret the factor descriptors, it is important to remember that when assessing contribution, your activity may apply to several contribution factors. A contribution in an individual factor is not necessarily represented by a discrete activity; it may be but one facet of the activity.

Click <u>Examples of Self Assessment</u> to look at some specific examples of assessment statements. These statements are not intended to represent employee benchmarks, just examples of well (or poorly) written contribution statements.

 $\underline{\text{back to Appraisal page}} \text{ or use the } \textbf{\textit{Back}} \text{ button on your browser to return to your previous screen}.$

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Employee Self Assessment Examples

Factors 1-6

The following examples along with the accompanying comments are intended to illustrate how contribution can be captured in the employee's comments, in order to fully and clearly state your contribution.

Go to Factor 1

Go to Factor 2

Go to Factor 3

Go to Factor 4

Go to Factor 5

Go to Factor 6

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back to Guidelines page

SELF ASSESSMENT EXAMPLES

COMMENTS

Factor 1 Problem Solving—Some Good Examples

- Conducted an analysis of contaminated water samples for the Army Corps of Engineers which provided time-critical environmental contamination information on <specified site>.
- Completed R&D strategic plans for new division focus areas (FY98-02) with minimal branch and division guidance. These plans are based on the HRC Defense Technology Objective, customer-identified deficiencies, and core research areas. Plans resulted in over \$3M budgeted to new programs for FY98-02.
- Designed and implemented study to demonstrate the impact of the mission ready technician training program on operational performance. Use of the data saved over \$3M in a single course. Savings used to support stand-up of additional course, which would not have been funded in training budget projections.
- Developed innovative scenario-based approach to performance measurement. Recent field tests resulted in laudatory letters of appreciation and \$200K in additional funding for further position development.
- Developed innovative approach to identifying and forecasting training requirements for application in XXX Command. This approach will provide these customers with near-real-time requirements identification and an entirely new capability to build career field education and training plans for personnel.

In this example, the contribution (outcome) is in securing the additional funding; the laudatory letters merely add more weight to it.

Factor 1 Problem Solving—Some Not-So-Good Examples

Led project for PR DLTS implementation.

What does this mean? Again, it is best to avoid cryptic jargon wherever possible. In this case, it is very difficult to even presume implied contribution.

Independently defined, led, and managed challenging, innovative, technically complex and multidisciplinary activities in <acquisition area> consistent with general management guidance.

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Factor 2 Teamwork / Cooperation—Some Good Examples

- This employee worked with <other named directorate> on the <acronym> susceptibility test. This test is helping to build relationships across directorates that will result in more work and better utilization of advanced technologies. Data from this test will help designers of both military and commercial satellites understand how to mitigate EMI susceptibility of small satellites.
- Maintained continuous contacts with AF procurement community does not need to understand the to promote the use of in-house VHSIC Hardware.

Appropriate use of acronyms. One acronym in order to see the effort and resulting contribution.

- Definition Language models as procurement specifications. This in turn avoided unnecessary acquisition costs associated with the older, less accurate method of specifying VHSIC component acquisitions.
- Served as key Army representative/member of a DoD team developing a single process initiative for all weapon systems built by <named contractor>. Estimated \$5M per year cost savings as a result of the implementation of this new process.

Factor 2 Teamwork/Cooperation—Some Not-So-Good Examples

- Integration of commercial products and software to militaryunique needs.
- Info on <tech subject> to <named industrial company>. Info to <other lab directorate> on effects of <tech subject>. Info/expertise shared with other divisions

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Factor 3 Customer Relations—Some Good Examples

- Contacted several customers during ATD process to introduce them to <acronym> technology. Consequently, we were able to successfully integrate AF high-altitude efforts into the Navy's DTO for <another project acronym>. This joint effort secured approximately \$250K in extramural funding for FY98.
- Successfully led the team that developed a \$1.5M rotary rig for the vertical wind tunnel facility. This new capability has enabled our organization to capture test programs in support of the joint strike fighter and the <DoD-external> program.

The classic case of contribution in this factor: an activity that brings in funds.

Factor 3 Customer Relations—Some Not-So-Good Examples

- Developed tools to form the basis for demonstrations, technical reviews, and marketing efforts for <technical area>. Provided unique, PC-compatible demonstration mode.
- Extensive background and knowledge of state-of-the-art developments in computer applications critical to <specialized technical area>.
- Successful <specified directorate> proposal.

What is the subject? What is the payoff?

Talents inherent in employees are not contributions.

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Leadership/Supervision—Some Good Examples

- Performed duty as the ASTARS focal point for the branch, saving time and effort on the part of all managers with ASTARS reporting requirements.
- Ensured the continued productivity of the WXYZ branch by serving as Acting Chief during several extended periods while maintaining all other activities including contract management and in-house acquisition efforts.
- Maximized productivity of the group by inspiring cooperation among development teams made up of in-house personnel, contractors, and representatives from academia and industry.

Here is a great example of how "extra duty assignments" contribute to the

This statement shows that even the more intangible kinds of contribution can be explicitly cited.

Factor 4 Leadership/Supervision—Some Not-So-Good Examples

- Led a 50-person integration effort for <technical project>. Served on several <technical subject> sub-IPTs. Cooperated with other acquisition efforts in the area of laser development, facilities, and sensor development.
- Managed the in-house and contractor XYZ team at the <technical facility>.

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Factor 5 Communication—Some Good Examples

- Provided written input to NATO working party report on <technical subject> that fostered international coordination of U.S. procurement this subject area. .
- Wrote sources-sought synopsis for major division procurement that enabled planned procurement milestones to be met.
- Managed Branch-X's presentation for the Buy Plan this year. The plan showed the complete listing of viewgraphs that were required, and showed what emphasis areas were to be presented, and who was responsible for each. This allowed team members to see how their parts fitted into the entire presentation, and the importance of the viewgraphs they were preparing.
- Developed and instituted a formal agreement between the <organization> and XXX Command defining the long-term working relationship, concept of operations, and roles and responsibilities. This agreement became the model for all future XXX Command mission-area units doing business with the <organization>

Factor 5 Communication—Some Not-So-Good Examples

Peer reviewed pubs (co-author-3). Invited reviews (author-1, co-author-1). Submitted peer review pubs (co-author-2). Abstracts (author-1, co-author-4). Invited lectures-2. Other, as listed in detailed descriptions below. [Followed by lengthy bibliography of publications]

This statement was excessively lengthy. A much better way of presenting this employee's apparently substantial contribution by publishing scientific papers might have read, "Employee published numerous technical articles in the areas of st of pertinent technical topics> that advanced the organization's mission by <state goal(s)>."

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Factor 6 Resource Management—Some Good Examples

- Handled timely procurement actions for DARPA resulting in \$2M in new contracts and associated reimbursable salary and travel funds being brought into the organization.
- While at <external organization> I was a leading force in defining, developing, and implementing a successful strategy to align <that organization> along mission areas resulting in improved focus on the war fighter
- Due to my initiative in seeking outside work, my branch received critical FAA endorsements for OSD-sponsored projects to be conducted within this division

This is an excellent example of contribution while serving outside the laboratory environment.

Factor 6 Resource Management—Some Not-So-Good Examples

- Task manager for XXX. Manager for Task <123> on engineering services contract. Coordinated daily operation of the YYY as principal investigator.
- Advocated to <a funding agency> on budgetary and programmatic issues for resources.
- Managed and allocated funds for in-house and on-site contractual research.

Statements should not be so cryptic. Even for highly classified work, a clear statement as to the unclassified outcome of the work in terms of contribution should be spelled out.

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Summary

As these examples show, there are many good ways to document contribution under CCAS. Hopefully, these examples have reinforced some ideas you may have already held, as well as introducing some new ones you may not have considered.

To write useful contribution statements, supervisors need to modify their thinking from the "what" (the activity) and "how" (the level of performance) to the "why" (the benefit that helps meet the mission) and "who" (the customer). Remember to think in terms of cause and effect: "The employee did A that resulted in B which is related to the mission." It is also extremely helpful to get employees to think in terms of this "formula" when it comes to providing their written contribution inputs.

Also, keep in mind that there are no "bad" contributions; all contributions are good. With CCAS we're measuring contributions relative to salary level. Our objective is to equitably compensate employees at all levels of contribution.

As the Acquisition Workforce Civilian Personnel Demonstration Project matures, and we all mature with it, these ideas should become more and more natural for supervisors and employees alike. Finally, remember to interpret the factor descriptors broadly. Each employee is different, and brings his or her own unique style to the job.

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Contribution Matrix for Business Management and Technical Management Professional and Technical Management Support Career Paths

Note that you will be rated for each of the six factors. Your rating for each can be anywhere from low to high in each of the four levels.

Notice that <u>level 2</u> has five possible ratings instead of three, since level 2 is the widest broadband range (GS-5 through GS-11 and GS-5 through GS-8 in these two career paths).

Notice that there is a "Very High" (VH) category at the top of the chart. This category is intended for those who are in the top broadband level of their respective career path, who otherwise would have to get virtually perfect marks in every factor to receive an overall rating of "appropriately compensated."

Use the <i>Back</i> button on your browser to return to your previous screen.			FACTORS						
			Problem Solving	Teamwork/ Cooperation	Customer Relations	Leadership/ Supervision	Communication	Resource Mgmt.	
	IV	VH							
		High							
		Med							
		Low		X			X		
	III	High			X				
		Med	X					X	
		Low				X			
		High							
Level		MH							
	II (<u>back up</u>)	Med							
	(233332)	ML							
		Low							
	1	High							
		Med							
		Low							

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Matrix for Career Path BroadBands

Notice that different point ranges relate to different career paths. For example, a medium overall rating at level II could be as high as a 50 point rating in the Business Management and Technical Management Professional career path, but no higher than 40 points in the Technical Management Support career path or 41 points in the Administrative Support career path. This difference relates to the different GS-equivalents in the career paths: up to GS-11 for level II of Business Management and Technical Management Professional, but only to GS-8 of Technical Management Support and GS-7 of Administrative Support. The "Very High" category is reserved for those individuals who score well above the descriptors in any one of the six factors Placement into this category is designed to ensure equity for those individuals who begin the cycle at the top of the rails and to recognize exceptional contribution. Typically, employees placed in the "Very High" point range will be those individuals near the top salary limit of their career path.

	Use the <i>Back</i> butto to return to your pr	on on your browser evious screen.	Business & Technical Professional	Technical Support	Administrative Support	
			Point Range	Point Range	Point Range	
LEVELS	IV	Very High	115	95	70	
		High 96-100		79-83		
		Med	84-95	67-78		
		Low	79-83	61-66		
	III	High 79-83		62-66	57-61	
		Med 67-78		52-61	47-56	
		Low	61-66	43-51	38-46	
	II	High	62-66	47-51	42-46	
		MH 51-61		41-46	n/a	
		Med 41-50		36-40	30-41	
		ML 30-40		30-35		
		Low	22-29	22-29	22-29	
	I	High	24-29	24-29	24-29	
		Med	6-23	6-23	6-23	
				,		

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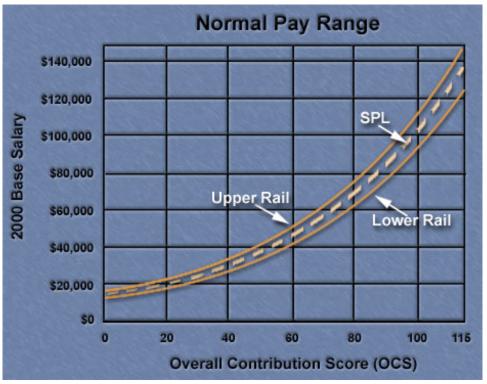
Your CCAS appraisal is used to determine the amount of your contribution rating increase and award.

How are decisions made by the <u>pay pool panel</u> about allocating the money in the pay pool to employees for salaries or awards? In brief, your current contribution is compared to what is known as the Normal Pay Range (NPR).

A major objective of the CCAS is to make pay consistent with employees' contributions to organizational and Defense Acquisition Workforce Improvement Act goals.

The Normal Pay Range is a graphical illustration of the relationship between contribution and salary. It is calculated every year based on the General Schedule pay increase.

If you are interested in the mathematical formulas used to calculate the NPR, you may click <u>here</u>. You probably will not need this information, but it is available to you if you are interested.



This graph represents FY2000 pay scale

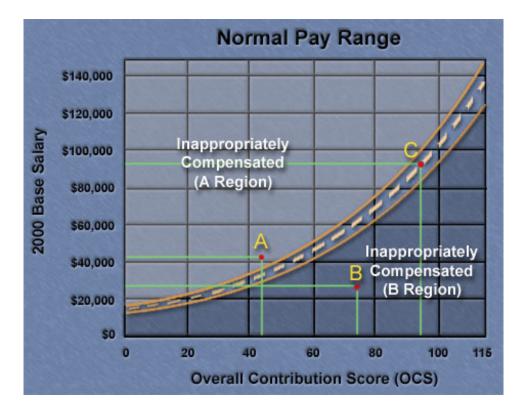
This graph includes the full salary range for all pay grades in the demonstration project—GS-1, step 1, through GS-15, step 10. The vertical axis represents the base salary. The horizontal axis shows the range of an employee's OCS (overall contribution score), from 1 to 115.

A "very high" score of 115 may be awarded to employees in the top Broadband (Broadband IV) of the Business Management and Technical Management Professional career path. When a level IV individual in this career path is contributing above the high level (79-100) in a special factor, 115 points may be awarded. There is no incremental range in the "very high" category. The same is true for the other two career paths:

Technical Management Support with a "very hight" score of 95 for employees in Broadband IV, and Administrative Support with a "very high" score of 70 for employees in Broadband III.

The two heavy lines on the graph are labeled the Upper Rail and the Lower Rail. The area between the rails is the Normal Pay Range or NPR. The curved standard pay line (SPL) tracks from the lowest scheduled rate of pay, GS1/1, to the highest pay, GS15/10. It begins at an overall contribution score (OCS) of 0 and ends at an OCS of 115. The distance from the SPL to either rail for any given OCS is plus or minus (+/-) eight percent (8%) in salary throughout the OCS range and plus or minus (+/-) 4 OCS points.

The following figure shows the compensation regions defined by the NPR:



Employees whose overall contribution score falls within the rails, such as employee C, are considered appropriately compensated. Employees whose OCS places them below the lower rail, such as Employee B, are considered "inappropriately compensated - below the rails." Employees whose OCS places them above the upper rail, such as Employee A, are considered "inappropriately compensated - above the rails."

At the conclusion of the appraisal cycle, once your overall contribution score has been determined as described above, your OCS will be plotted on a graph of the NPR.

You can use the calculator below to determine what OCS score you would need for any desired salary.

OCS Calculator				
Enter your current/desired salary: \$				
Expected OCS	Lower Rail			
	nt/desired salary: \$			



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Obviously, you are in a better position if you are considered inappropriately compensated—below the rails or appropriately compensated than if you are considered inappropriately compensated—above the rails. Depending upon which category you fall into, the <u>pay pool panel</u> has the authority to award three (3) forms of additional compensation.

The first is a full **General Pay Increase** (as authorized by Congress and the President). The second is a **Contribution Rating Increase** (an increase in your base salary). The third is a **Contribution Award** (a bonus that does not affect your base salary). Or—if you are considered inappropriately compensated-above the rails—the pay pool panel may not award you a Contribution Rating Increase or a Contribution Award, but could give you some or all of the General Pay Increase.

The General Pay Increase is the annual pay increase funded by Congress. The Contribution Rating Increase fund includes the money which is now used for within-grade increases, quality step increases, and certain promotions, and will be set at not less than 2.0% of the total salary of the pay pool population. Pay pool population is defined as those employees in the pay pool on 30 September of each year. Components may set higher amounts within budgetary limits.

The Contribution Award fund includes what are now performance awards. This money will be used for awards to be given under the <u>CCAS</u> process. Also, employees who have an OCS score so high that their salaries, based on the table below, would exceed the maximum salary level for their current broadband level could receive a contribution award in lieu of base salary increases. Contribution Award money cannot be used to increase base salary.

The eligibility table below summarizes compensation actions the pay pool may take for each category.

Category	General Pay Increase	Contribution Rating Increase	Contribution Award	¹ Locality Pay
Inappropriately Compensated—Above the Rails	Could be reduced or denied	NO	NO	YES
Appropriately Compensated	YES	YES ² - Up to 6%	YES ⁵	YES
Inappropriately Compensated—Below the Rails	YES	YES ^{3, 4} - Up to 20%	YES	YES

- ¹ Basic pay plus locality pay may not exceed Executive Level IV basic pay.
- ² May not exceed upper rail of NPR for employee's OCS or maximum salary for current broadband level.
- ³ Over 20% requires local commander's approval.
- ⁴ May not exceed 6% above the lower rail or the maximum salary for current broadband level.
- ⁵ Pay pool manager approves up to \$10,000. Amounts exceeding \$10,000 require local commander's approval.

In general, employees whose contribution scores place them in the inappropriately compensated—*below the rails* category should expect to receive larger salary increases than those who fall into the appropriately and inappropriately compensated—*above the rails* categories. Over a period of time, employees' contributions and the level of their compensation will merge and most employees will fall within the Normal Pay Range. In other words, over time, people will receive a salary which is appropriate to the level of their contribution.

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Inadequate Contribution

If an employee's contribution to the mission is inadequate, he or she may face serious consequences, a pay cut, or even removal. Although we cannot cover every possible situation that could cause an inadequate contribution, three of the most common are described below.

Contribution At or Below the Mid-Point of the Next Lower Broadband Level

When an employee's contribution in any of the <u>factors</u> is at or below the mid-point of the next lower broadband level (or a factor score of zero for broadband level 1 employees), such an employee would be considered to be contributing inadequately to the mission. In this instance, the employee will receive a Contribution Improvement Plan. (See below.)

In this case, the supervisor must inform the employee, *in writing*, that unless the factor score reaches and is maintained above the midpoint of the next lower broadband level, he or she may be reduced in pay, reassigned, changed to a lower broadband level, or removed.

For broadband level 1 employees, a factor score that reaches and is maintained above zero is determined to be adequate.

Contribution Above the Upper Rail

When an employee's contribution is above the upper rail of the normal pay range, he or she is considered to be contributing inadequately.

In this case, the supervisor has two options:

- Take no action but document this decision in a memorandum for the record. For example, there may
 be reasons the employee is inappropriately compensated-above the rails other than inadequate
 contribution (e.g., retained pay). In such a case the rater would so note in writing to the employee and
 to the next higher manager.
- 2. Inform the employee in writing that unless the contribution increases to, and is maintained at, a higher level, he or she may be reduced in pay, reassigned, or removed. In this instance, the employee will be placed on a Contribution Improvement Plan.

Contribution that Deteriorates During the Year

An employee's contribution may deteriorate during the year. In this case, the rating official may place the employee on a contribution improvement plan (CIP) at that time.

The Contribution Improvement Plan

When *written notification* of inadequate contribution is given to an employee, it will include a CIP. The CIP outlines specific areas in which the employee is inadequately contributing. Additionally, it must include the improvements required of the employee and the time in which they must be accomplished. The CIP remains in effect for two years.

The employee must be given at least 60 days to demonstrate acceptable contribution with regard to one or more factors. The CIP will point out the consequences if an employee fails to improve. It will also indicate any assistance offered by the employee's agency.

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improving your contribution.

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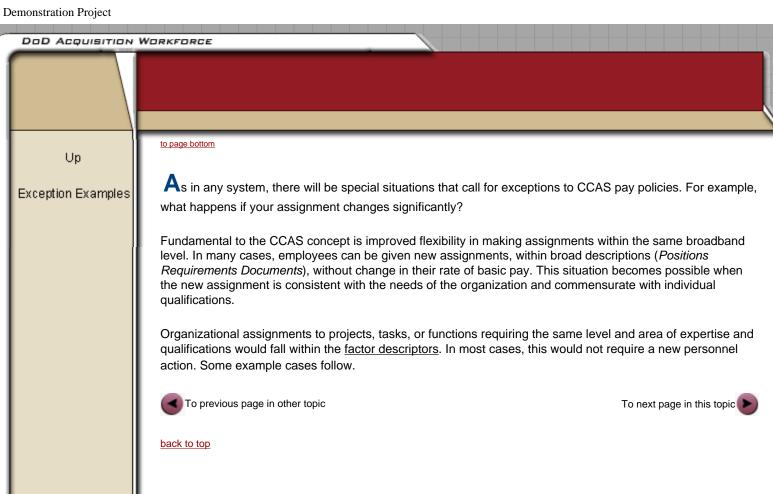
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DoD Acquisition Workforce to page bottom **Normal Pay Range Calculations** The NPR was established using the following parameters: 1. The lowest possible score is an OCS of 0, which equates to the lowest salary paid under this demonstration, GS-1, step 1. 2. The highest possible score is an OCS of 115. 3. Changes in OCS correspond to a constant percentage change in salary along the rails. 4. The upper and lower rails encompass an area of +/- 4.0 OCS points, or +/- 8.0 percent in terms of salary, relative to the points established in parameters 1 and 2, above. **FORMULAE** Given these constraints, the formulae for the rails found in Figure 1 are: Salary upper rail = GS-1 Step 1 * (1.0800) * (1.0200419) OCS Salary lower rail = GS-1 Step 1 * (0.9200) OCS Use the *Back* button on your browser to return to your previous screen. back to top HOME DIRECTIONS SEARCH SITEMAP GLOSSARY FA₽ FEEDBACK LINKS



Exceptions

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Here are some special situations regarding CCAS provisions and pay:

In the following examples, the formulae will remain the same although the pay scales will change from year to year:



Rating of Record

When an employee serves less than 180 days under CCAS as of September 30, the employee will receive a rating of record which is an expected OCS in the pay pool for that rating cycle. Employees who move between demonstration pay pools during the period 1 October to 31 December will receive an OCS and the payout from the former pay pool. An employee who leaves the demonstration during this period to a non-demonstration activity *may* receive an award, *not* CRI. Organizations are strongly encouraged to recognize their employees with the appropriate award. This employee's records will be coded so that GPI will be reinstated, if appropriate.

PROPOSED amendment to above paragraph:

When an employee moves between pay pools within the demonstration project and has served less than **90 calendar** days in the new pay pool as of September 30, the employee will receive a rating of record which is an expected OCS in the new pay pool for that rating cycle. Employees who move between demonstration pay pools during the period 1 October to 31 December will receive an OCS and the payout from the former pay pool. An employee who leaves the demonstration during this period to a non-demonstration activity *may* receive an award, *not* CRI. Organizations are strongly encouraged to recognize their employees with the appropriate award. This employee's records will be coded so that GPI will be reinstated, if appropriate.

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Competitive, Noncompetitive, and Temporary Promotions

If you are promoted to a higher broadband level, your salary will be at least 6% but not more than 20% greater than your current salary unless that 20% would not place you at the minimum salary of the higher broadband to which you are being promoted.

Let's say you are promoted from level II to level III in the Technical Management Support career path. Let's also say that your current base salary is \$32,000. Your new salary must be at least \$33,920 (a 6% raise.) On the other hand, your new salary may not be more than \$38,400 (a 20% raise) unless the above situation occurs.

However, some exceptions, including this one, have exceptions themselves. If, for example, the minimum rate of your new broadband level is more than 20% greater than the your current salary, then the minimum rate of the new broadband level **is** the new salary. This means that if you had been earning only \$22,000 as a level II Technical Management Support employee, your new salary would now be \$30,257—the minimum level III salary—even though your total pay raise will exceed 20%. Back to top

Competitive Selection for a Position with Higher Salary Potential

When an employee is competitively selected for a position with a higher target career level than previously held (e.g., an upward mobility), the employee will receive the salary corresponding to the minimum of the new broadband level or the employee's existing salary, whichever is greater. For example, an NK BB II employee is competively selected for an NH BB II position.

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Voluntary Change to a Lower Broadband Level or a Change in Career Path (except RIF)

There is a provision for an employee to voluntarily request a change to a lower broadband level. An employee may wish to work at a lower level to avoid stress or pressure.

If you voluntarily accept a change to a lower broadband level in your career path, or to a different career path, your salary may be set anywhere within the broadband level to which you are appointed. However, your new salary may not exceed your current salary or the maximum salary of the broadband level to which you are assigned—whichever is lower.

Let's use an example to better explain this. If you are currently making \$30,000 as a level III employee in the Administrative Support career path, and you voluntarily accept a change to level II, your new salary may not exceed \$30,000 even though the salary range for level II in that career path is \$19,969 - \$32,150.

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Involuntary Change to Lower Broadband Level Without Reduction in Pay Due to a Contribution-based Action

When an employee is changed to a lower broadband level with the same salary due to a contribution-based action, this change is not considered an adverse action. This could occur due to inadequate contribution where the employee's salary falls below the minimum rate of pay for the broadband level to which they are assigned.

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Involuntary Reduction in Pay Due to Adverse Action

As explained above, an employee may receive a reduction in pay within his or her broadband level and career path, be changed to a lower broadband level, and/or be moved to a different position in a different career path due to an adverse action. In these situations, the employee's pay will be reduced by at least 6%. However, pay can be set no lower than the minimum salary of the new broadband level to which he or she is assigned.

For example, an employee in the Business Management and Technical Management Professional career path—earning \$70,000—who has been changed from level IV to level III must receive a pay cut of at least \$4,200 (6% of \$70,000). However, the employee's pay may not be set lower than \$43,876, the minimum for a level III Business Management & Technical Management Professional employee.

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Reduction-in-Force (RIF) Action

Employees who undergo RIF action and who are placed in a lower broadband level are entitled to pay retention if all title 5 conditions are met. Consult your servicing human resources specialist for further information if this applies to you.

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In the event of a Reduction in Force or RIF, CCAS ratings provide additional service credit just as in your current evaluation system. The following tables show the years of retention service credit associated with each level, career path, and range of OCS ratings.

All positions participating in the demonstration project within a given Component and located within the same commuting area may be considered a separate competitive area. Alternatively, Components may establish all or part of the Component at a given geographic location as a competitive area. In any event, employees under this demonstration shall be placed in a different competitive area from employees who are not covered.

Directions: To find your retention service credit in years, find the column which includes your OCS rating in the table for your career path. The number at the top of that column (20, 16, 12, or 0) is the number of years of retention service credit you would receive. Note: an OCS in the Very High category does not provide additional years of retention service credit.

Business Management and Technical Management Professional

Broadband	OCS Range				
Level	ocs	Years of Retention Service Credit			
	Normal Range	20	16	12	0
I	0 - 29	21 or above	11 - 20	1 - 10	0
II	22 - 66	56 or above	39 - 55	22 - 38	21 or lower
III	61 - 83	76 or above	69 - 75	61 - 68	60 or lower
IV	79 - 100 115	95 or above	87 - 94	79 - 86	78 or lower

Technical Management Support

Broadband	OCS Range				
Level	ocs	Years of Retention Service Credit			
	Normal Range	20	16	12	0
I	0 - 29	21 or above	11 - 20	1 - 10	0
II	22 - 51	42 or above	32 - 41	22 - 31	21 or lower
III	43 - 66	59 or above	51 - 58	43 - 50	42 or lower
IV	61 - 83 95	76 or above	69 - 75	61 - 68	60 or lower

Administrative Support

Broadband	OCS Range				
Level	Level OCS	Years of Retention Service Credit			
	Normal Range	20	16	12	0
I	0 - 29	21 or above	11 - 20	1 - 10	0
II	22 - 46	39 or above	30 - 38	22 - 29	21 or lower
III	38 - 61 70	54 or above	46 - 53	38 - 45	37 or lower

PROPOSED AMENDMENT:

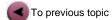
In the event of a Reduction-in-Force or RIF, CCAS ratings provide additional service credit just as in your current evaluation system. A 0/20 system will be used to provide Retention Service Credit of **20** years for all employees except those who have been placed in a Contribution Improvement Plan (CIP), or have unsuccessfully completed a CIP period. Employees placed on a CIP or have unsuccessfully completed a CIP will receive **0** years credit.

The translation of Retention Service Credit is:

Retention Service Credit	Appraisal Rating Level
20	Outstanding or Level 5 Equivalent
0	Unsuccessful or Level 1 Equivalent

All positions participating in the demonstration project within a given Component and located within the same commuting area are considered to be a separate competitive area. Alternatively, Components may establish all or part of the Component at a given geographic location as a competitive area. In any event, employees under this demonstration shall be placed in a different competitive area from employees who are not covered.

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Reduction-in-Force (RIF)

Demonstration Project DoD Acquisition Workforce to page bottom Up What rights do you have under CCAS for grievance? If you wish to file a grievance, how should you start? First, you have not lost any rights to grievance under the demonstration project. However, you cannot file a grievance about your pay under CCAS unless you are in a bargaining unit which has negotiated a grievance procedure which includes grievances over CCAS pay. If this is the case, your union representative will have details. You may file a grievance over your OCS score if you feel your rating has been unfair. If you are a member of a bargaining unit which is covered by a negotiated agreement over appraisal scores, then you must use the procedure detailed in that agreement. Again, see your union representative for information. If you are not in a bargaining unit which is covered by a negotiated agreement over appraisal scores, you must submit your grievance to your rating official first. He or she will then make a recommendation to the pay pool panel. The pay pool panel can accept the recommendation or make their own determination. If they reach a decision different from your rater's recommendation, they must provide appropriate justification. You also have the right to request reconsideration of the pay pool panel's decision by the next higher official above the pay pool manager. That official would then render the final decision on the grievance. See your servicing human resources specialist for further information and detailed procedures. To previous page To next topic back to top

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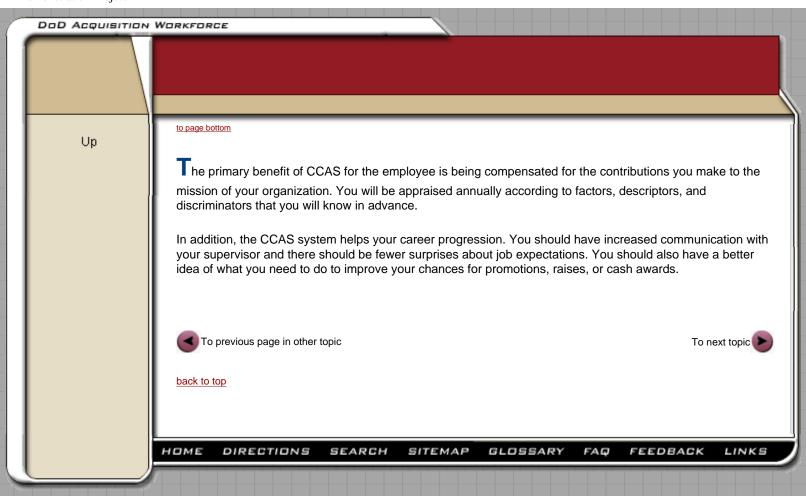
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Benefits

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Under the demonstration project, the classification system is simplified. The current GS system includes 434 occupational series grouped into 22 occupational families. While the occupational series are retained, the occupational families are replaced by the three career paths already described.

Classification authority is held by commanders (or the equivalent) who may delegate this authority to subordinate management levels. However, classification approval must be at least one management level above the first-line supervisor of the employee, except in those instances where the employee works directly for the commander (or the equivalent). In other words, your direct supervisor may not approve your classification but his or her boss (or a higher level manager) must.

The Positions Requirements Document

A new Positions Requirements Document or PRD will replace the current position description form developed by each agency. The PRD will be a short document which combines:

- Position information
- Staffing requirements
- Mission contribution expectations

A computer-assisted process (COREDOC) is available to help produce PRDs. The framework for the PRD is based on the six factors of the Contribution-based Compensation and Appraisal System (CCAS), discussed later. PRDs are written and classified at the top of each broadband level for each career path; qualification is at the bottom level of each broadband. This allows an employee to progress through that broadband level without a new PRD being required for each progressive move. PRDs for all positions in the demonstration project must be written and approved before an organization enters the demonstration.

If you Disagree with a Classification Decision

What do you do if you disagree with a classification decision about you or your position? You may appeal classification of your occupational series, title, or broadband level at any time. To do so, you must first raise the issue with your first line supervisor, either verbally or in writing. If you are not satisfied with the response you get, you may then appeal to the DoD appellate level, and even beyond that to the Office of Personnel Management if the DoD response is unsatisfactory. The important point to remember is that you do have the right to appeal, and if you wish to do so, you should see your servicing human resources specialist for details and procedures.

An employee may not appeal the accuracy of the position requirements document, the demonstration project classification criteria, or the pay-setting criteria; the propriety of a salary schedule; or matters grievable under an administrative or negotiated grievance procedure or an alternative dispute resolution procedure.

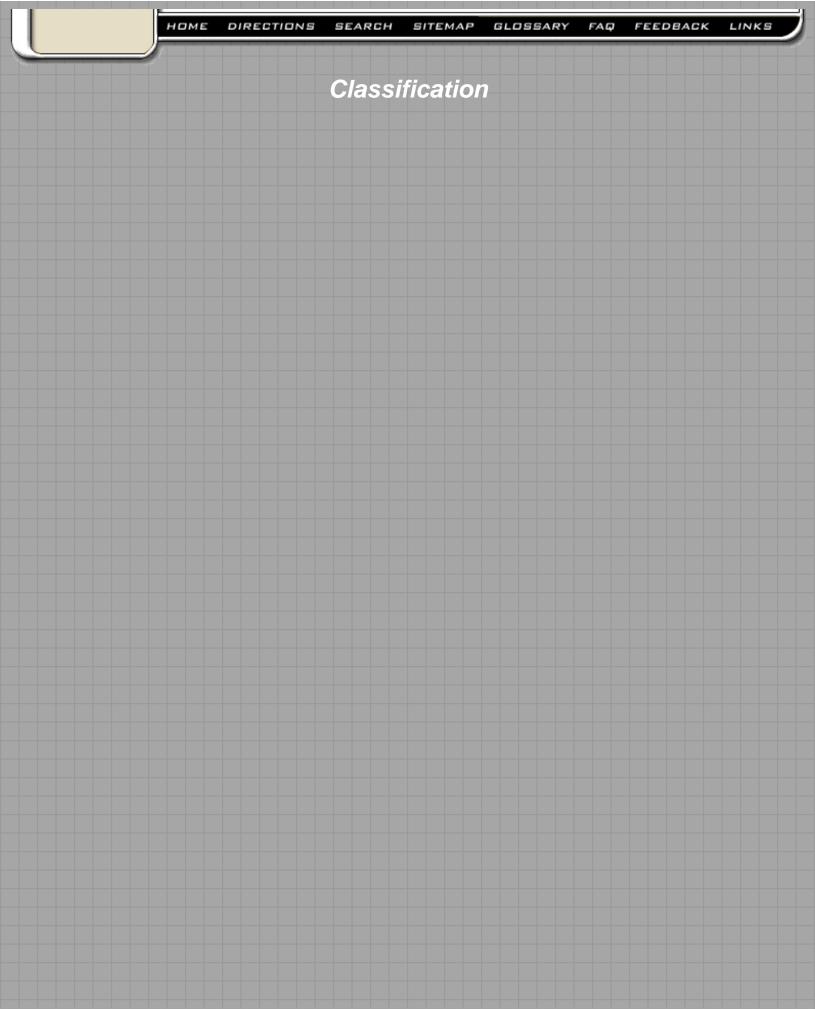


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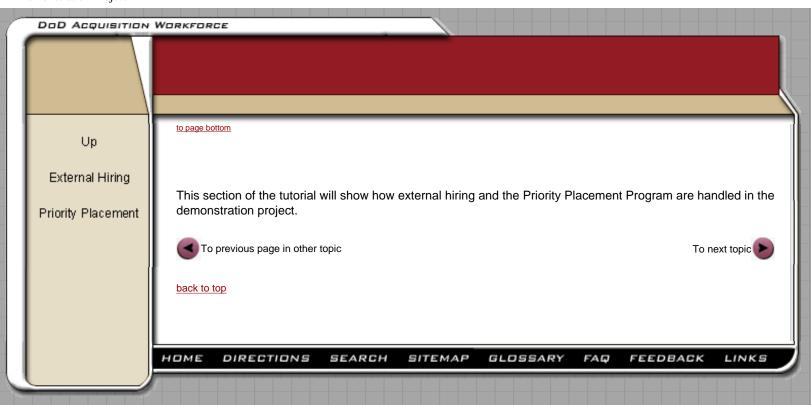


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Broadbanding Benefits



Workforce

Demonstration Project DoD Acquisition Workforce to page bottom Up he demonstration project includes special procedures to simplify and accelerate hiring and to streamline External Hiring examining. Participating organizations will be able to appoint external applicants to positions more rapidly, using appropriate recruitment methods and sources. Veterans preferences have not been affected by the demonstration project. Candidates who meet basic qualifications at the lowest equivalent grade of the broadband level for the position will be further evaluated for knowledge, skills, and abilities directly linked to the position. Candidates will be given numerical scores of 70, 80, or 90 for this evaluation; no other scores are allowed. An additional five or ten points will be added to the scores of eligible veterans (depending on their preference eligibility). All candidates will then be placed in one of three quality groups, depending on their total scores: Basically Qualified (70 and above); Highly Qualified (80 and above); or Superior (90 or above). Candidates are referred on the basis of their quality group (e.g., Superiors are referred before Highly Qualified) except in the case of compensable veterans. Veterans with ten percent (10%) preference eligibility will always migrate to the top of the candidate list, regardless of the quality group in which they fall during the qualifying process. To previous page in other topic To next page in this topic back to top

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External Hiring

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Another feature of demonstration project hiring is the Scholastic Achievement Appointment process, which provides authority to appoint candidates with degrees to positions with positive (specific) education requirements. Scholastic Achievement Appointments allow the acquisition workforce to compete with the private sector for some of the best talent in the ranks of new college graduates. External candidates can be competitively appointed to broadband level II positions in the Business Management and Technical Management career path when they have:

- an undergraduate degree
- at least a 3.0 overall grade point average
- a 3.5 GPA in the field of study appropriate for the occupational series
- and meet OPM basic qualification standards.

Details on Scholastic Achievement Appointments are available from your human resources office and are described in chapter 4 of the Operating Procedures.

Appointments under the demonstration project will be in one of three categories:

- Permanent appointments, which include existing (current) career and career-conditional appointments.
- **Temporary limited appointments**, which include existing temporary appointments.
- **Modified term appointments**, a new appointment authority, based on existing term appointments, which may extend up to five years with a one year, locally-approved extension.

For example, employees may be hired for Modified Term appointments to carry out special project work; staff new or existing programs of limited duration, fill a position in activities undergoing review for reduction or closure; replace permanent employees who have been temporarily assigned to another position, are on extended leave, or who have entered military service. Employees hired under Modified Term appointments are in a temporary status but may be eligible for conversion to career conditional appointments after a two-year period of continuous service, provided the initial recruitment advertisement stated the conversion opportunity.

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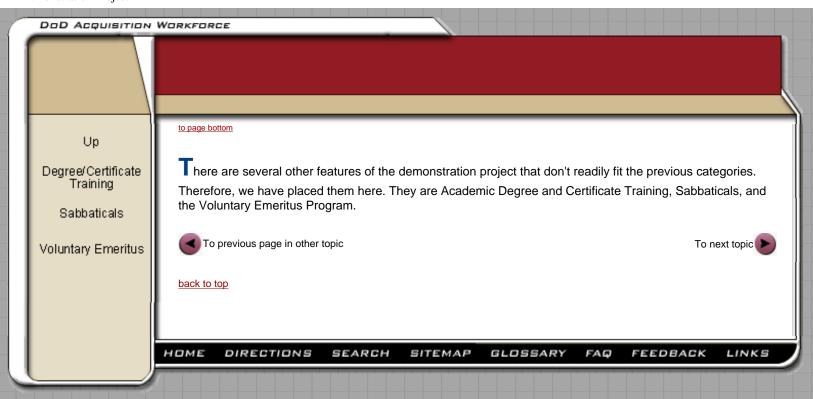
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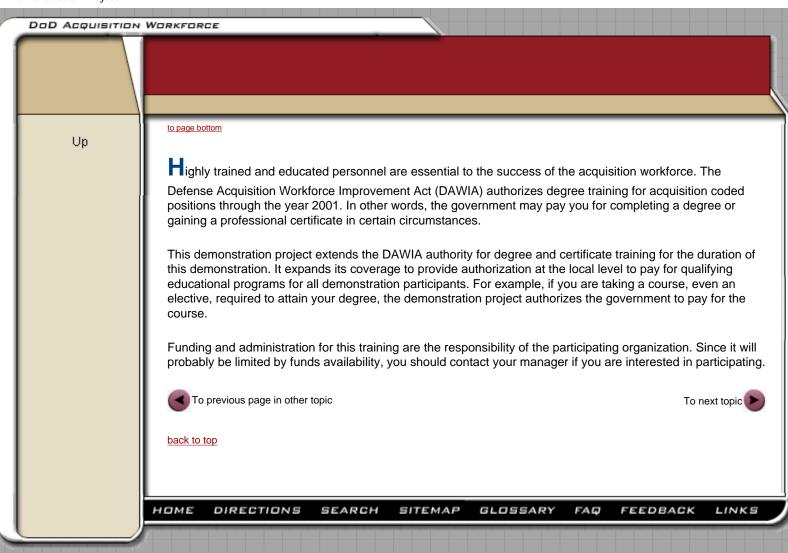
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External Hiring p.2

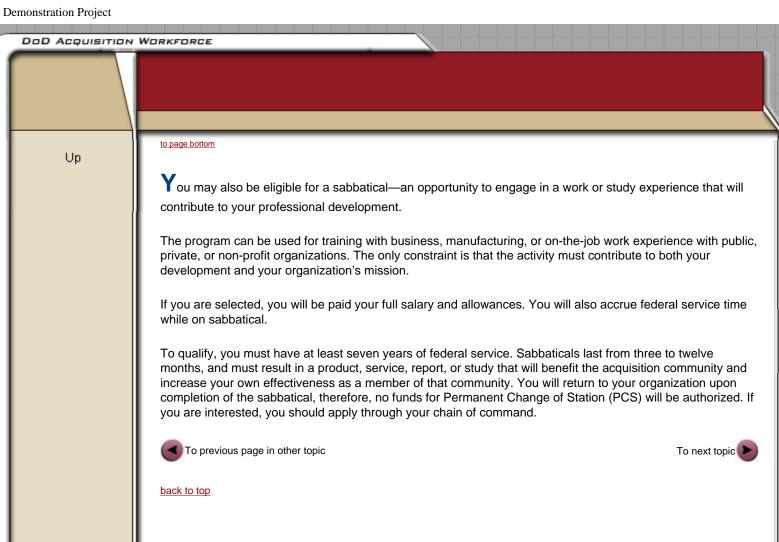
DoD Acquisition Workforce to page bottom Up he Priority Placement Program (PPP) is the Department of Defense's outplacement program for employees whose jobs are affected by closures, consolidations, and downsizing. Since its debut in 1965, it has been highly successful in providing assistance to career, career-conditional, and excepted service employees with personal competitive status. Under a special exception for the demonstration project, acquisition positions may be filled by lateral reassignments without the requirement to clear PPP. This exemption may be used only when an organization is undergoing an announced formal reorganization or downsizing, and requires approval on a case-by-case basis from DASD (CPP). If the PPP must be cleared because the exemption is not appropriate, clearance will be at the top representative grade of the broadband level. There is also a PPP benefit for spouses. When employees are subject to mandatory geographic mobility outside the commuting area, their spouses who are also currently employed by DoD will be registered as PPP Priority 3 candidates. This initiative affords the spouse a possible vehicle for employment opportunities. To previous page in other topic



Other

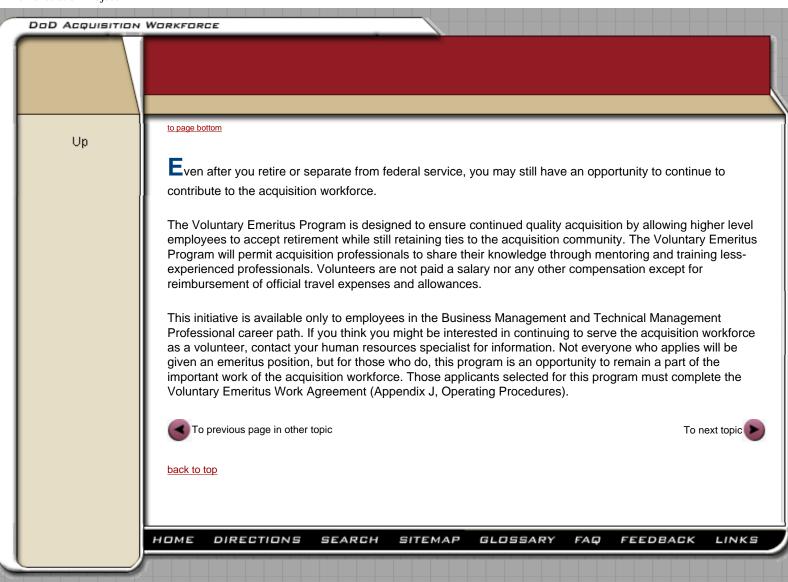


Academic Degree/Certificate Training



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The following summary highlights key features of the Demonstration Project that you have learned about in this tutorial:

BROADBANDING

- Combines numerous occupational series into bands with three career paths.
 - Business Management and Technical Management Professional
 - Technical Management Support
 - Administrative Support
- Groups several grade levels into bands with no steps.

Benefits

- Allows the employee to benefit from a stronger link between pay and contribution.
- Reduces administrative costs by requiring fewer personnel actions.
- Provides a more seamless process for employee advancement.
- Facilitates recruitment of quality candidates.
- Permits employees greater flexibility to move within band levels.

SIMPLIFIED CLASSIFICATION SYSTEM

- Six contribution factors replace OPM classification standards.
- Broad, generic position requirement documents (PRDs) replace multiple position descriptions.
- Standardization of PRDs and automation will greatly simplify and shorten the PRD development process.
- Classification authority resides with the Commander and may be delegated to mangers; personnel specialists act as consultants.
- PRDs are always written to the top of the broadband level.

Benefits

- Requires fewer personnel actions; greater flexibility.
- Reduces administrative burdens, costs, and paper.
- Is based on relevant and streamlined standards.
- Simplifies descriptions and preparation process through automation.

CONTRIBUTION-BASED COMPENSATION AND APPRAISAL SYSTEM (CCAS)

Reflects a contribution culture.

- Establishes an appraisal system based on contribution to the mission of the organization.
- Links compensation directly to the employee's contribution to the mission and goals of the organization.
- Assesses all employees by six factors that capture critical workforce attributes.
- Promotes fairness and consistency through the oversight of a pay pool panel.

Employee Benefits

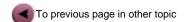
- Compensates for contributions made.
- Provides understandable basis for salary changes.
- Facilitates employee progression.
- Increases communication with supervisor.
- Focuses employee development activities.
- Enhances fairness by group assessment.
- Improves overall employee morale.

Manager Benefits

- Provides better tools to recognize increases and decreases in contribution.
- Provides better tools for communication.
- Aids in focusing developmental activities.

If you wish to review other key concepts about the demonstration, please click any of the following terms to return to the appropriate section in this tutorial through the site map.

- Broadbanding
- Classification
- CCAS
- Workforce



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Conclusion

Demonstration Project DoD Acquisition Workforce to page bottom Home If you do not have the required hardware and software on the machine from which you plan to run the tutorial, Up then you will not be able to view it as anticipated. In that case, you may want to download software to come "up to snuff" or change to a different computer to take the tutorial. Here are the specific configuration requirements: **Configuration Assumptions** Hardware Software Knowledge At least a 486/66 PC Windows 95 or higher, or NT Knows basics of working with the operating system Video card that supports at A 4.x or later version of either How to use one of these least 256 colors and a 600 x Netscape Navigator or Internet browsers. (Click here for a 800 screen resolution that is tutorial on these browsers.) Explorer set to at least 600 x 800. (Click (Both browsers are included in

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here to find out how to

screen resolution)

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